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ABSTRACT

Part of a series devoted to identifying and evaluating strategies which vocational education administrators and instructors can use at the secondary student, teacher, or administrator level to eliminate sex stereotyping and sex bias in vocational education programs, this simulation activity involves students in real-life situations requiring family and job decisions and demonstrates how these decisions are related to sex stereotyping and sex bias in society at large. In the simulation activity, each student is assigned a role as either a family member who is looking for a job or as an employer who is seeking to fill a job opening. From this role playing, students will gain skills in decision-making, interviewing techniques, filling out job application forms, comparing income needs and salary possibilities, and participating in group interactions. A teacher's manual is provided which includes introductory and orientation materials as well as lesson plans for five classroom sessions. Each lesson plan outlines the session's goals, time requirements, materials distribution, activities, teaching methods, and a summary of the lesson. The student's materials which are to be used in the simulation activity under the teacher's direction include descriptions of a town and its families and employers, sample help wanted ads, job descriptions, interview guidelines, and application blanks. (ELG)

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IN SEARCH OF A JOB:
A SIMULATION ACTIVITY IN
OCCUPATIONAL DECISION-MAKING

Instructor's Manual

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A SIMULATION ACTIVITY IN

OCCUPATIONAL DECISION-MAKING

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TEACHER MATERIALS

INTRODUCTION AND PURPOSES

The general purpose of the materials entitled, IN SEARCH OF A JOB: A SIMULATION ACTIVITY IN OCCUPATIONAL DECISION-MAKING is to direct systematically the attention of students toward a major contemporary social issue -- sex stereotyping, sex bias and sex discrimination. It is the authors' intention for students who use these materials to gain fuller understanding of how a society can be characterized by its attitudes about and treatment of categories of people. Concisely stated, the specific purposes of these simulation materials are as follows:

1. Increase awareness of the social nature of sex stereotyping, sex bias and sex discrimination;
2. Increase sensitivity to particular instances of stereotyping, bias and discrimination as each affects family decisions, job hunting, hiring practices and occupational choices;
3. Increase understanding of the impact of sex stereotyping, sex bias and sex discrimination on beliefs, actions and choices of individual women and men;
4. Clarify student attitudes and judgments, not only in evaluating stereotypes and biases, but also as these impact on decisions concerning student behaviors and life choices; and
5. Teach a series of specific job seeking skills including preparation of job applications and job interviews.

Among the outcomes derived from using these materials are the following:

1. Students will acquire an understanding of the influence of sex stereotyping in family decisions, occupational decisions (including the relation between these characteristics and job availability) and society at large, thereby gaining knowledge about how such stereotyping affects the rights, privileges, and choices of individuals in our society;
2. Students will gain practical experience in job seeking skills; and
3. Students will derive practical experience in making informationally based, individual and group decisions.

GENERAL ORIENTATION

The basic idea underlying the simulation activity is that sex stereotyping, and to some degree sex bias and sex discrimination, have become

everyday, often practiced occurrences in contemporary society. Notions of "men's work" and "women's work" and/or ideas about "acceptable" female and male behavior are learned at and practiced from a very early age. Before equity becomes a reality, traditional sex stereotypic attitudes must be exposed, explored and expunged. These materials are designed to explore some of the personal stereotypes associated with work.

In this simulation activity, each student in your class is assigned a specific role within a specific group. Some students assume the role of family members looking for a job while other students become employers searching to fill job openings. In both instances, students are actively and personally involved in gathering information, determining priorities and making individual and group decisions. Among the several practical skills that students will derive from participation, in addition to information and decision-making skills, are those skills associated with interviewing and being interviewed, filling out employment application forms, comparing income needs and income possibilities and group interaction skills.

The simulation activity requires a cooperative group effort in that each group has prespecified goals toward which group members work. "Success" is measured by means of group attainment of a percentage of their prespecified goals and by means of individual content acquisition.

The activity is structured such that it can be completed in any number of sessions from a half-dozen to two dozen and can include from 12 to 40 students. One copy of all necessary materials, plus directions and teaching suggestions are included in this package of materials. A regular classroom contains sufficient space in which to conduct the activity. The teacher must be prepared to direct traffic and noise levels since the simulation activity requires movement and interaction.

PROFILE

The student materials consist of several days of activities which the teacher must orchestrate. These simulation materials can be completed

in as few as five or six class sessions or can be expanded into as many as 12 to 20 class sessions. The simulation activities involve students in real-life situations involving family and job decisions as well as demonstrate how these decisions are related to sex stereotyping and sex bias in the society at large.

The materials are designed to satisfy several considerations. First, the target population for whom these materials were developed are students between the ages of 15 and 20. These students should have few difficulties with the vocabulary and sentence structure since the readability of these materials is comparable to that of public newspapers. In addition, the examples and illustrations are, for the most part, geared toward situations within the interest realm of this target population. The situations are those associated with seeking and securing a job.

Second, the complexity of the content is reduced by dividing the materials into sequential segments, each with clear teacher instructions.

Third, the materials are designed to expose students to realistic situations concerning the current status of men and women looking for work. Such situations provide the facts on which to base opinions, self-appraisal, occupational and life choices, values, expectations and so forth.

Fourth, the materials are designed to require active student participation in information retrieval and information processing as well as in individual and group decision-making.

Finally, these materials are designed so that the teacher's role is that of orchestrator. The teacher should introduce each activity segment, assist students with questions they may have and initiate class questions/ debriefing. Questions and discussion activities are included in the package and should be introduced as needed.

GENERAL ORIENTATION TO TOPICS

Cautionary Note

The general topic addressed in these materials is that of sex stereotyping and sex discrimination in the world of work. However, there are several reasons for avoiding the usage of the terms stereotyping and sex discrimination in the introduction of these materials to the students. First, these concepts have become so emotionally charged in our society that student preconceptions might act as barriers to a thoughtful consideration of the materials. Second, introducing conceptual tools before a student understands the need for them may result in unnecessary confusion and difficulty. Third, many of the materials students use in schools begin with vocabulary building before arousing interest in the subject. This typical sequencing has turned many students off before they become engaged in the learning process. Fourth, it is critical to begin with the notion of work to insure an adequate foundation for what is to follow. Fifth, best results are achieved if students examine their learned behaviors for examples of sex stereotyping (and find them) before they are cued into the concepts.

The author recommends that the teacher utilize the sequencing of material included in the package. Remember, it is a group activity and peer pressures as well as the realities of the family situation and pressure cards are important. The debriefing or culminating discussion, is also critical.

Work

Work can generally be defined as:

> Conscious effort, inclusive of activities aimed at producing benefits for oneself and/or oneself and others. Further, it is the complementary and companion effort to leisure which are additional activities producing benefits for oneself and/or oneself and others, but are not necessarily structured such that a measurable (and especially economic) output is produced.

Work is a basic activity of human life, yet as a topic specifically addressed in the public schools, it is often neglected. Work is so endemic to the human condition that even college courses and texts in industrial psychology often avoid the issue by describing its characteristics or discussing productivity rather than tackling the definitional subject head-on. Perhaps there is wisdom in such a decision since work and work values are different for each individual. Yet, through examining people at work, personal and family work values/characteristics and asking each student to define work for himself/herself, the concept can be addressed.

Beliefs About Working Women and Men

The concepts of stereotyping and discrimination are addressed throughout these materials. The notion is to expose the stereotypes held by students relative to work. This does not imply that all stereotypes are wrong. Rather, categorizing or grouping people according to some characteristic which all persons in that category hold in common is one of the mechanisms human beings use to order their lives. The potential difficulty arises after categorization when people within a category are often thought to share not only the common characteristic upon which they were grouped, but also are thought--often incorrectly--to share many behaviors, abilities or traits. These latter beliefs or judgments are called stereotypes. Unfortunately, stereotypes are oversimplified and are often false descriptions of the people in that category.

Stereotypes influence behavior in several ways. First, they influence the way persons behave toward those about whom the stereotype is held. Second, they influence the behavior of those persons who have been stereotyped. When persons are treated differently because they belong to a category of people about which a stereotype is held, discrimination has occurred. Discrimination often serves to restrict or deny the rights, privileges and choices of those persons who are targets of discrimination. Discrimination has taken on the connotation of the legal term for those actions prohibited by law. Discrimination is a portion of the entire range of behaviors that constitute treating persons differently because they are of one particular sex. The entire range of different behaviors is called sex bias.

One specific problem in the area of sex bias is the plight of women. Even though they constitute 52% of the U.S. population, they are denied rights and privileges based on false stereotypes. Hundreds of examples of such bias are available including differential salaries and property rights.

Looking for a Job

A life skill that is sometimes neglected in school is job hunting techniques such as (a) systematically considering available jobs, (b) analyzing one's values, (c) reading want ads, (d) dealing with job applications, (e) interviewing, and (f) choosing a job. This unit addresses these elements of job hunting to the degree that they relate to the issues of stereotyping and discrimination in the work world. The unit is of great importance since sex stereotyping and sex discrimination are deeply rooted in, costly to and potentially the most difficult to eliminate in the world of work. Historically, women have been relegated to subordinate, lower paying roles and jobs. Further, while recent social legislation has provided a basis for beginning the task of eliminating such discrimination, it is only a beginning and can only be effective when applied. Further, awareness, attitudes and interests must be expanded so that females and males have equal opportunities for growth and self expression.

In order to alleviate the stereotyping and discrimination that restrict men and women, the fact of sexism and the language of discrimination must be understood.

ROLE OF THE INSTRUCTOR

The role of the instructor in using this package of materials is one of active participation in that the instructor must introduce the activities and orchestrate the proceedings. The instructor may wish to move from group to group and assist students in seeking information and/or in leading small group or class discussions. The active participation of each learner is critical for maximum benefit.

The instructor should also expect to clarify directions, assist in the logistics of information retrieval, direct the debriefing and administer evaluation. The instructor may also choose to introduce new topics as needed.

The included sets of charts and instructions are intended to assist the instructor in reaching decisions about the use of various activities. These materials include a series of debriefing/discussion questions which the instructor may find helpful.

A serious, enthusiastic approach to these materials by the instructor is critical if students are to derive maximum benefit from the use of the materials.

INSTRUCTIONAL MATERIALS

Space Allocation

The simulation activity can be accommodated comfortably in a single classroom if the room is arranged to facilitate traffic flow and conversation. It is suggested that some variation of simply dividing the room into one half for family units and one half for employer units be used. The important consideration to bear in mind is that there must be enough space in the employer area to accommodate a shuffle of people, "private" employer conversations and the interview process. One alternative is to use more than one room and/or the hallway as part of the needed space. In some instances, two large classes have been combined successfully for space, numbers of participants and efficiency considerations. A second alternative is to set aside specific areas for interviews and use a more elaborate appointment schedule than the one suggested. It is noted that even a small area is sufficient as long as (a) there is ample space for students to move from family to employer groups and (b) there is space for group conversation.

Materials Allocation

One copy of all simulation materials needed to conduct the activity is included in this package. The following chart lists these materials as well as indicates to whom each material is to be distributed, during which session (using the fewest number of sessions) and the total number of copies needed. All student materials, such as want ads, application blanks, family/employer descriptions and so forth, follow the teacher materials in this package. The page numbers for these different materials are listed in the "materials distribution" section of each day's instructions.

LIST OF MATERIALS			
Session	Materials	Distributed to Whom	Number of Copies Needed
1	Student Introduction	Each student	Equal to students in class
1	Description of Tyler	Each student	Equal to students in class
1	Family Description	One (1) copy per family unit	Two (2) copies per family
1	Employer Description	One (1) copy per employer unit	Two (2) copies per employer
2	Want Ads/Index	Each student	Equal to students in class
2	Job Descriptions	One per interviewer	Equal to students in class or employer units (teacher option)
2-3	Job Application	Twelve per employer	Fifteen (15) copies per employer unit
3	Interview Guides	One per employer	Two (2) copies per employer
5	Pressure Cards	One card per family and employer unit	One (1) copy per employer unit

In addition to the above mentioned materials, there are some supply needs such as pens or pencils, scissors and so forth. Mention of these supply needs are included in the lesson plans for the sessions in which they are needed.

LESSON PLANS

The following several pages present a breakdown of the directions and materials for each of the simulation activity sessions.

Session One

Goals of First Session

1. Introduce students to the simulation and clarify expectations they may have about their activities during the coming days; and
2. Acquaint students with necessary materials and with the other students in their simulation group.

Time Involvement

(Minimum 1 session; Recommended 2 sessions)

Session One can be completed in one class session if the activities are limited to establishing the working groups and distributing introductory materials. However, the author recommends an optimum time allotment of two (2) class sessions for Session One in order to provide group members ample opportunity to interact, develop a group identity and become acquainted with the rules, purposes and expectations of the simulation.

Division of Class Into Groups

The teacher must decide on the number of family and employer groups, the total number of which is based on the number of students in class The following chart entitled, "Numbers of Students to be Involved," suggests the minimum to maximum numbers of people within each group and those units considered by the authors to be most critical for use. The last column suggests the size class in which these particular groupings seem particularly appropriate. There should be an approximately equal number of family groups and employer groups. The number of family members per group will vary from four to five members while the numbers in the employer groups will vary from two to five employers per firm. The teacher may allocate students at random or to meet some objective the teacher might have in mind. For example, as the chart indicates, if there are 30 students in class, the teacher might want to set up four families totaling 12 to 20 students and four to five employer groups using the remainder of the class.

Numbers of Students to be Involved

Social Unit	Number of Members	Critical Rank	Class Size
1. Jackson Family	4	1	12 - 20 +
2. Yarborough Family	4	1	12 - 20 +
3. Spencer Family	4	1	12 - 20 +
4. Morgan Family	4	2	18 - 26 +
5. Duncan Family	4	2	18 - 26 +
6. Graves Family	5	3	24 - 40
7. Mance Family	5	3	24 - 40
8. County Government	2-4	1	12 - 20 +

(table continued)

9.	Tyler Health Service	2-4	1	12 - 20 +
10.	Millwrights/Rubuck	2-4	1	12 - 20 +
11.	Tyler National Bank	3-5	2	18 - 26 +
12.	Professional Employment Agency	3-5	2	18 - 26 +

Distribution of Materials

Once students have been divided into their family and employer groups, the introductory materials can be allocated. The materials that should be distributed to students at this time include: (a) Student Introduction (p. 28), (b) Description of Tyler (pp. 29-30), (c) Family Descriptions (pp. 31-37), and (d) Employer Descriptions (pp. 38-42). A listing of all materials used in the simulation as well as the number of materials needed, to whom each is distributed and when each is to be distributed is included in the materials chart on page 8. The teacher must provide ample time during this session for students to become familiar with their roles, the rules and requirements of the game, and the town of Tyler. The chart labeled "Descriptions of Family and Employer Units: Teacher Materials," included at the end of the directions for Section One, contains a summary of family and employer information for the instructor.

Supplies

During this session, each of the family and employer groups will need, in addition to the simulation materials, (a) pencils/pens/magic markers, (b) paper, (c) scissors, (d) tape or glue, (e) construction paper/contact paper, (f) name tags or pins and paper to make name tags. These supplies are needed to design and construct family mailboxes or front doors and company logos.

Activities and Teaching Suggestions

1. After organizing the family and employer groups and after distributing the descriptive materials mentioned above to each group, have students choose specific roles within their respective groups (e.g., each named family member in families; applications director and interviewers in employers).

After choosing the roles, each student will make a name tag, using the role-name, for use during the duration of the simulation activity.

2. Assign to each family group the tasks of (a) designing and constructing either a family mailbox or a front door that in some way depicts the way the family views itself, and (b) adding additional information to the description of each family.

3. Assign to each employer group the tasks of (a) designing a logo or company emblem that in some way depicts the way the company views itself, and (b) adding to the corporate description for each of the companies.

4. Acquaint each family and employer group with their specific requirements for achieving "success" in the simulation. For families, the "success ratio" is based upon the required family income level for the year. The "success ratio" for employers is based upon the percentage of jobs that must be filled within the specified budget. Specific directions for determining the success ratios are included with the directions on Session Five.

5. Have students read the Student Introduction to the simulation activity as well as the brochure on Tyler. Afterward, discuss both items including purposes of the activity and so forth.

6. Please do not mention that the purpose of the game is to expose learned sex stereotyping and sex bias.

Summary

Session One should include the division of the class into family and employer groups, the distribution and discussion of all introductory materials, the assumption of specific roles within each group and an explanation of the rules and expectations associated with participation in the activity.

DESCRIPTIONS OF FAMILY AND EMPLOYER UNITS: TEACHER MATERIALS

FAMILIES

Composition	Education	Income	Work Experience	Interests	Income Situation
Jackson					
Marcus (age 30) const. work	H.S. graduate	$8,320 yr.	Construction-11 yrs.	Marcus' hobby is small engine repair.	Marcus is recuperating from a back operation and there are doctor bills to pay.
Carol (age 28) millworker	H.S. graduate	$5,500 yr.	Millwork-10 yrs.	Carol likes to garden.	Carol had quit her second shift job to better care for Marcus.
Jeanne (age 51) retired widow Carol's mother	H.S. graduate	$3,000 yr. (social sec. & pension)	Millwork-30 yrs. (retired)	Jeanne sews well.	Jeanne retired last year and moved in with Marcus and Carol.
Bob (age 22) Unemployed Marcus' brother	H.S. graduate	None	Veteran on GI Bill. Machinist in Army	Bob is a fine athlete. Marcus has a severe back problem requiring medical attention.	Bob has just returned from the service and hopes to enroll in Tyler Tech. INCOME NEEDED: $18,000
Spencer					
John (age 39) store manager	B.A. business	$18,000 yr.	Department store manager-15 yrs. total	John is quite unhappy in his job, has been offered a transfer but does not want to leave Tyler.	John has a choice of accepting the transfer or being fired. Family signed a contract to build a new house.
Nora (age 41) teacher	B.A. education	$12,000 yr. (2 yrs.ago) $5,000 last yr.	6th grade teacher-12 yrs. subst. - 1 yr.	Belong to Country Club. They are building a new home and have a new baby. Nora collects salt shakers.	Nora quit work year before last to have a baby rather than take maternity leave ... now works as substitute.
Deborah (age 17) student	H.S. jr.	None	Typing for teachers in H.S.	Enjoy waterskiing and tennis.	
Thomas (age 16) student	H.S. soph.	None	Summer stock work in store	Thomas does some motorcycle mechanical work.	INCOME NEEDED: $25,000
Yarborough					
Jesse (age 27) farmer	B.A. agriculture	Combined incomes of about $12,000 yr. (normal yr) $6,000 last yr.	All members of family work the family farm. Jesse has worked as a truck driver.	Jesse & Linda have two children, ages 4 & 6. Fred and Gwen enjoy the the children very much. Fred is particularly talented as a furniture maker. Linda enjoys the piano and singing. Jesse raises exotic game birds. Would like to stay on farm.	A two-yr. drought has drained their savings and prohibited an income. A mortgage is owed on the last acquisition of 100 acres. A large foreign-owned truck farm of 10,000 acres has swamped the market for their goods. Need new efficient equipment to compete.
Linda (age 24) housemaker	H.S. graduate				
Fred (age 49) Jesse's father	8th grade				
Gwen (age 47) Jesse's mother	H.S. graduate				INCOME NEEDED: $15,000

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Composition	Education	Income	Work Experience	Interests	Income Situation
Morgan					
Ralph (age 35) electrical contractor	Trade school	$16,000 yr. ($8,000 yr. this yr.)	Electrical contractor-12 yrs.	Ralph has just become self-employed.	Ralph's new business means no guaranteed income and in fact a cut in family income by about $8,000 yr.
Sally (age 35) expert seamtress	B.S.-Home Economics	$5,500 yr.	Seamstress-10 yrs.	Sally works at home and is often booked months in advance.	Need money for equipment. House payments from new addition and garage for business.
Rebecca (age 18) student	H.S. sr.	None	None	Rebecca loves plants and has a small greenhouse.	
Gail (age 17) student	H.S. jr.	None	None	Gail sews beautifully and is an excellent mechanic.	INCOME NEEDED: $20,000
Duncan					
Betsy (age 52) widow; part-time bookkeeper	H.S. graduate	$3,500 yr.	Part-time bookkeeper for sporting goods store (5 yrs.)	Betsy's husband just died. Family enjoys camping together.	Betsy's mother is dependent on the family for an income.
Emily (age 25) divorced; medical secretary	Secretarial school	$7,500 yr.	Clinical Secretary-3 yrs.		Emily's firm is relocating out of state and she would like to remain in Tyler.
JoAnn (age 23) student	College sr.	None	None	JoAnn is engaged to a dental hygienist.	Husband life insurance only paid the mortgage.
Cathy (age 19) student	College freshman	None	None	Cathy is a National Merit Scholarship winner & receives $3,500 yr. of her $5,000 education expenses.	INCOME NEEDED: $15,000
Mance					
John (age 62) retired	2 yrs. of college	$8,000 yr. (pension)	Minister-34 yrs.	John is interested in state politics.	John has filed to run for political office
Cynthia (58) homemaker	B.A. Mathematics	None	Housewife	Cynthia enjoys needlework.	Son-in-law has been layed-off so couple is returning to Crystal's parents to live and find jobs.
Crystal (age 26)	B.A. Sociology	None	Part-time clerk	Gary enjoys photography & does free-lance work.	John's mother is dependent upon the family for support at the nursing home.
Gary (age 18) student	H.S. sr.	None	Summer newspaper job	Crystal & Paul love sports, esp. tennis.	
Paul Curry (age 26) Crystal's husband	M.S. Eng.	$150 month (unemployed)	NASA engineer-3 yrs. layed-off	John's mother (88 yrs.) has just been placed in a nursing home.	INCOME NEEDED: $18,000
Graves					
Joseph (age 52) writer	B.A.-Eng.	Sporadic	Writing-27 yrs. publd. 4 novels	Own a beach house & are members of the Jr. League	Robin has just won a malpractice suit but her malpractice insurance has risen so much that she would like to discontinue her practice and find another job. (Expected income of practice $15,000.)
Robin (age 50) med. doctor	M.D. Gen. Practitioner	$40,000/yr.	Practicing Med. 21 yrs.	Robin loves to cook.	
Mary (age 21) student	College Jr.	None	None	Mary is engaged & does part-time social work.	
David (age 18)	H.S. sr.	None	None	Joe & David play in a local band.	
Joe (age 16)	H.S. soph.	None	None	David enrolled in eng. school in the fall.	INCOME NEEDED: $40,000

EMPLOYERS

Company	Composition	Employer Simulation Roles	General Information	Goals/Constraints
Tyler County Government	1800 are employed by the county gov't. Provides full range of services and all types of jobs	Applications official Interviewer (up to 2 other interviewers)	Employment is considered permanent. Excellent package. Rarely requires relocation.	Number of Jobs to Fill: 10 Budget: $72,000
Tyler Health Service	1500 employees in full range of jobs	Applications official Interviewer (up to 2 other interviewers)	Several of the clinics are well-known. A job here is a good stepping-stone to other jobs. Relocation is rarely required.	Number of Jobs to Fill: 10 Budget: $86,000
Millwrights/ Rubucks	Millwrights employs 280 per shift for three shifts Rubucks employs 600	Applications official Interviewer (up to 2 other interviewers)	Millwrights has all employees on shift work. Both firms have excellent insurance plans but only adequate pension plans. Both are reputable firms. Rubuck's moves employees.	Number of Jobs to Fill: 15 Budget: $118,000
Tyler National Bank	1000 employed in corporate headquarters. Full range of jobs.	Applications official Interviewer Interviewer (one additional interviewer) (one additional applications officer)	Most prestigious employer in town. Training for jobs done in Tyler, with later relocation very probable.	Number of Jobs to Fill: 10 Budget: $86,000
Professional Employment Agency (TPEA)	Staff of 10 persons but lists a wide variety of jobs	Applications official Interviewer Interviewer (one additional interviewer) (one additional applications officer)	There is a fee for a TPEA job of 10 - 15 % of the first year's salary.	Number of Jobs to Fill: 15 Budget: $124,000

Session Two

Goals of Second Session

1. Introduce students to one process through which to seek out work;
2. Provide opportunity and structure for students to be involved in group decision-making; and
3. Provide experience in applying for a job.

Time Involvement

(Minimum 1 session; Recommended 1 session)

Session Two can be completed in either one or two class sessions. The author recommends an optimum time allotment of one (1) session for Session Two, particularly if it is closely linked with Session Three. One of the important skills learned in this simulation is the group decision-making and ample time must be provided to gain experience in this area.

Distribution of Materials

The materials that must be distributed during the Second Session are: (a) the want ads (pp. 43-47) to each student; (b) copies of job descriptions (pp. 48-72) to each student or to employer groups only, at the teacher's discretion; and (c) the application blanks to employers.

The want ads represent copies of several pages of want ads taken from the local paper in Tyler, The Tyler Times. The ads include job openings from the major employers in the town, specifically the five employers that are included in the game.

The job descriptions are brief explanations of the responsibilities and requirements associated with performing each of the jobs advertised in the want ads. The descriptions are critical for the employers who must interview job candidates; additionally, the descriptions are beneficial to family members since they serve a career exploration function.

Activities and Teaching Suggestions

1. The instructor may choose to tape the four pages of want ads into one larger page that more closely approximates the size of a newspaper page, before distributing the ads to students.

2. After distributing want ads and job descriptions to each student, the families are directed to think about and decide upon the kinds of jobs for which each member will apply.

3. After distributing the job descriptions and application blanks to the employer groups, each employer must think about and decide upon the specific qualifications they will look for relative to each job opening; additionally, employers must decide on the order in which they will fill job openings.

4. Students should be introduced to the notion of scheduling appointment times for job interviews with employers. The employers should prepare interview sign-up sheets for each job that permits 5 to 10 minutes per applicant interview. Family members must contact each individual employer to secure an interview time and an application blank for each job. This activity can begin toward the conclusion of the Second Session.

Summary

Session Two should include the distribution of want ads and job descriptions as well as begin the application process. Additionally, the Second Session continues group decision-making exercises.

Session Three

Goals of Third Session

1. Introduce and provide practical experience in the job application process including interviewing for a position, filling out and filing a job application and choosing between multiple jobs; and
2. Improve practical interaction skills by providing a structured situation in which specific topics are addressed.

Time Involvement

(Minimum 2 sessions; Recommended 3-4 sessions)

Session Three requires ample time for each family member to file several applications and participate in several job interviews. Likewise, it requires time for employers to prepare for and conduct the interviews. Further, time is required for family and employer units to decide on applications and for applicants to decide on jobs and/or additional applications.

Distribution of Materials

The materials that must be distributed during the Third Session are: (a) the Interview Guides to each employer, and (b) additional copies of job applications to the appropriate employer.

The Interview Guide is a suggested format which must be adapted by each employer group before conducting the interviews.

Supplies

This session requires that students have pens or pencils and paper in order to complete the job application forms and in order to take notes on potential employers.

Activities and Teaching Suggestions

1. After distributing the Interview Guides to the employer groups, each employer must design an interview guide to use when interviewing prospective employees for the available job. Employer groups should devise a series of questions, some of which are general questions about work and some of which are specific questions about each particular job. This activity will require one class session.

2. It is advisable to spend some introductory time during this session dealing with the processes of filling out job application blanks and conducting an interview. You may choose to conduct several "mock" or practice interviews for the entire class. Likewise, you might want to have the class practice filling out job applications by constructing and completing one on the blackboard. You also will need to provide some assistance to the employer groups concerning how to generate the interview questions.

3. While the employer groups are constructing the interview guides, the family members should be signing up for interviews and picking up and filling out application blanks.

4. The interview process should begin whenever the guides are completed. The instructor may wish to assist during this session by monitoring or imposing time regulations on the interview schedule. The instructor may wish also to provide assistance to family units in filling out job applications and/or selecting jobs for which to apply.

5. At the conclusion of Session Three and the beginning of Session Four, employer groups must decide on which jobs they would like to fill with which individuals. At the same time family groups must decide on their estimation about who has the best chance at what jobs and which offers they will accept.

Summary

Session Three should include the job application and evaluation process including interviewing, filing applications and deciding on whom to offer what position.

Session Four

Goals of Fourth Session

1. Encourage group decision-making by providing a forced-choice situation that becomes restructured by necessity during the activity as new situations are introduced; and
2. Begin an evaluation of the performance of groups and individual participants.

Time Involvement

(Minimum 1 session; Recommended 2-3 sessions)

Session Four requires time for group decision-making on several levels. Families must decide on who will accept which job. Subsequently, employers will have to make additional offers to other potential employees since some people will be offered more than one position. At the same time, families must decide on which jobs to accept and for which additional positions to apply, based on job offers. This session can be finished in one class period, if it is abbreviated. However, the author recommends that at least two periods be reserved for this activity since it requires continued conversation and decision-making.

Distribution of Materials

At the conclusion of Session Four, the Pressure Cards are to be drawn by each family group and each employer group. Each group is to draw one card. Then each group must readjust its priorities according to the card. In some instances, it means deciding to job-hunt for different jobs for a longer period of time; in other instances, it means adding additional employees or closing-out certain positions immediately.

Supplies

You will need to cut the "pressure cards" apart. For added durability, you may choose to tape each to a playing card.

Activities and Teaching Suggestions

1. At the conclusion of Session Three, employers decide to whom they will offer positions. At the beginning of Session Four, job offers, enclosed

in sealed envelopes,are placed in the mail boxes of each family. Families open the envelopes and decide which jobs they would prefer to accept and which to decline. The individual must contact the company representative immediately to indicate both accepted and declined positions.

2. Families and company groups then meet to see who is employed, at what jobs and which jobs are filled. Decisions must then be reached about which additional positions to seek or fill. Employers can choose whether to offer the jobs to other candidates while family members can initiate contact with employers pertaining to continuing openings.

3. At this point, the instructor circulates the pressure card stacks and each employer group and each family group selects one card. The groups meet to decide how they will adjust to this unexpected event. A family or business may choose to realign its priorities. At this point, the process of deciding upon and searching for a job may begin again.

Summary

The Fourth Session should include family and employer decisions and adjustments, both to other group decisions and the pressure cards. Additionally, should the instructor choose to do so, the activity can be continued.

PRESSURE CARD LIST

FAMILY CARDS

1. Inherited sum of money
2. Company of major breadwinner forced to relocate
3. Divorce/separation
4. Illness in family of principal breadwinner
5. Pregnancy
6. Injury/disability to major breadwinner
7. Death of major breadwinner
8. Marriage of youngest eligible child
9. Birth to the oldest female in child-bearing years
10. Family member in educational institution drops out
11. Middle wage-earner is arrested
12. Two additional members of the extended family come to live at the residence
13. Income tax audit causes a loss of $2,000
14. Fire and loss of family dwelling
15. Flood and loss of family dwelling
16. Overbearing dissatisfaction with work and an instant change of job for major breadwinner
17. Middle wage-earner accepted to further educational training
18. Member of the family who is interested in college is accepted with scholarship
19. A 10% raise in income to the family breadwinner
20. Unexpected windfall amounting to $10,000 to the family at large

PRESSURE CARD LIST

COMPANY CARDS

1. A fire causes suspension of all employment

2. Consumer forecast requires elimination of two potential jobs

3. 10% cutback in employment necessitated by polluti control expenditures

4. HEW/Affirmative Action Ruling disallows all potential male employees

5. Layoffs amount to 15% of the future employees

6. Earnings up and six additional people must be added

7. Expansion and three additional people must be added

8. Competition is going out of business and their employees are more qualified--must reduce number of potential employees by three

9. Employees on strike and must temporarily suspend operations

10. Budget cuts mean the reduction of five potential jobs

11. Machine replacements mean suspension of five potential jobs

12. Company is forced to relocate and suspend all employment operations

13. Branch office is opening and some potential employees must be asked to move

14. Competition has moved into the area and all employees are entertaining possibilities with more than one company--you must convince them to come to your company

15. Drought causes loss of crops

Session Five

Goals of Fifth Session

1. Tally the comparative results for each group;
2. Introduce overtly the topic of sex stereotyping, sex bias and sex discrimination as evidenced in the simulation activity;
3. Discuss incidences of stereotyping, bias and discrimination as they surfaced in individual and group decisions; and
4. Evaluate the awareness and cognitive effect of the simulation activity.

Time Involvement

(Minimum 1 session; Recommended 2-3 sessions)

Session Five is particularly critical since this is the session in which student awareness of and attitude about sex stereotyping, sex bias and sex discrimination occurs. Additionally, the "success ratios" mentioned in Session One are computed during this session as well as an optional, in-class evaluation. Therefore, the author recommends three sessions be allotted to this series of exercises.

Distribution of Materials

The only distribution of materials associated with the Fifth Session is the optional administration of an evaluation instrument that each instructor might choose to construct.

Activities and Teaching Suggestions

1. The first activity of the Fifth Session is to tally the percentage scores or "success ratio" of each group. A chart to assist in tallying these percentages is included on page 26. These scores are determined in the following manner:

   a. Family Score - for each family, add the total incomes derived from the jobs accepted and divide that sum by the total required income for that family. Compare this percentage with the expected percentage for each family. The family which exceeds and/or most closely approximates its expected percentage is the most successful.

   b. Employer Score - for each employer, add the total number of positions filled and the total budget required to pay these salaries.

Each of these sums should be compared to the maximum number of jobs to be filled and the maximum budget in order to derive a percentage score. These percentage scores should then be compared with the expected percentage scores for each company. The most successful company is the one that most closely approximates, or exceeds in the company's behalf, both expected percentage scores; however, if you prefer to use just one percentage for the company, please use number of jobs filled.

2. The second, and most critical activity of the Fifth Session is the debriefing discussion of sex stereotyping, bias and discrimination and the drawing of conclusions based on data gathered during the earlier four sessions. The following questions are suggested as a basis for the debriefing session:

a) Ask each family group how it determined who would play male roles and who would play female roles within that family. (Was the decision related to the sex of the role occupant?)

b) Ask each family how it determined what role occupant would seek which job. (Was this decision related to the sex of the role occupant?)

c) Ask each employer if they first determined whether they would be more likely to fill each job with a male or a female. If so, ask why they so decided. If not, ask why not.

d) Ask each employer how they determined what specific questions would be asked of a potential employee. Were the same questions asked of men and women? Were different answers expected? Did qualifications differ?

e) Did male and female role occupants apply predominantly for jobs that have often been considered as predominantly "male" or "female" jobs? What additional jobs did each family member consider and why?

f) Was there a relationship between the specific job or type of job offered by employers and the gender of the role occupant to whom the job was offered?

g) What considerations, including such items as skills, interest, amount of money, family considerations and so forth, were factors in the jobs that were accepted?

h) List on the board the jobs which males and females were offered and accepted. Are there any common characteristics among these jobs such as relative pay scales, amounts or kinds of training required, relocation, responsibility, and so forth? Are there any "valid" reasons for considering these "male" or "female" jobs?

i) Had this been an actual situation, what groups might have done things differently?

3. An optional activity on evaluation is suggested. Each instructor may choose to assess the impact of these materials on (a) student awareness and attitude about sex stereotyping and related issues, (b) student decision-making skills and (c) knowledge about job-seeking skills.

Summary

The Fifth Session includes the tallying of group scores to see which group most successfully met its goals. More importantly, this Session contains debriefing materials on the topics of sex stereotyping, sex bias and sex discrimination. Lastly, this session also includes summation materials.

SCORING CHART

UNIT	GOAL	EXPECTED PERCENTAGE	CALCULATIONS
Jackson	$18,000	90% ($16,200 yr.)	
Spencer	$25,000	90% ($22,500 yr.)	
Yarborough	$15,000	80% ($12,000 yr.)	
Morgan	$20,000	85% ($17,000 yr.)	
Duncan	$15,000	90% ($13,500 yr.)	
Mance	$18,000	95% ($17,100 yr.)	
Graves	$40,000	65% ($26,000 yr.)	
Tyler Co. Gov't	a) 10 jobs	a) 80% of jobs filled	
	b) $70,000-$72,000	b) 83% of the budget ($60,000)	
Tyler Health Services	a) 10 jobs	a) 80% of jobs filled	
	b) $83,000-$86,000	b) 83% of budget ($72,000)	
Millwrights/ Rubucks	a) 15 jobs	a) 80% of jobs filled	
	b) $110,000-$118,000	b) 81% of budget ($95,000)	
Tyler National Bank	a) 10 jobs	a) 80% of jobs filled	
	b) $83,000-$86,000	b) 83% of budget ($72,000)	
Prof. Empl. Agen.	a) 15 jobs	a) 66% of jobs filled	
	b) $120,000-$124,000	b) 81% of budget ($100,000)	

SYSTEM SCIENCES, INC.

IN SEARCH OF A JOB:

A SIMULATION ACTIVITY IN OCCUPATIONAL DECISION-MAKING

STUDENT MATERIALS

STUDENT INTRODUCTION

During the next few class sessions, you and your classmates will be doing a simulation entitled: IN SEARCH OF A JOB: A SIMULATION ACTIVITY IN OCCUPATIONAL DECISION-MAKING. This activity is about the decisions that are made within families concerning who will work, why and at what kind of job. The simulation also is about the decisions that are made within companies concerning which jobs will be filled, to whom they will be offered and why. The general idea is to be the family unit or employer which most nearly achieves the pre-specified goals for that unit. The goals are included in the individual family and employer descriptions.

This activity will take up to several weeks of class time and will introduce you to a number of realistic situations, similar to ones you are likely to encounter as you search for a job. You are encouraged to play your role enthusiastically; your family or employer unit will decide collectively on who plays what role. All the materials you will need to complete the simulation will be passed out to you by your teacher. In addition, your teacher will provide you with a set of daily directions which you are to follow. If you have any questions about what you are to do, ask your teacher. On the last day of the simulation, the teacher will tally each unit's score as well as lead a class discussion that will help you decide what kinds of roles you played, why you chose to seek certain jobs and why certain jobs were offered to you.

COMMUNITY

Tyler is known for its lovely homes, the majority of which are owner occupied and show the good effects of pride in home ownership. Some apartments and homes are available for rent with rates ranging between $115 and $165 per month for one bedroom apartments and $250 to $350 per month for three bedroom homes.

The participation rate in civic activities by citizens is excellent. Local civic clubs sponsor/support as major club activities worthwhile undertakings such as aid to the visually handicapped, work with youth groups, organization for the March of Dimes and maintenance of a summer camp program on Lake Tyler.

EDUCATION

The public schools number eight elementary schools, three jr/sr high schools with a total enrollment of 7200 students. All schools are accredited by the Southern Association of Colleges and Schools. The Educational program is varied and excellent; approximately 36% of all graduates are placed on jobs upon completion of high school while 58% of all graduates go on to additional training/education.

The physical facilities are considered among the best in the state. The overall training program features a personalized program for each student in mathematics, universal work experience and individualized mandatory reading program. In addition, the school system maintains an articulation program with the county technical institute, Tyler Tech, to permit students with special interests to take courses directly from the technical institute.

RECREATION

The recreation facilities of the area are described as nearly perfect. The Tyler Community Center occupies 350 acres and includes an 18-hole golf course, swimming pool, tennis courts, athletic field, bowling alley, gymnasium and auditorium, art center, picnic area, amusement area, theatre for the performing arts, beach and nature park. Other town recreation facilities also include Little League fields for baseball, soccer, football and lacrosse; school athletic facilities such as an all-weather track and a weight-room; two private golf courses; three movie houses; a summer stock theatre; and the town's pride and joy--Lake Tyler.

Public library facilities are also housed at the Community Center and include approximately 80,000 volumes. In addition, the meeting room in the Library, which seats approximately 150 persons, is used almost every day or evening and often houses traveling art exhibits.

The Library hosts the Annual Rolling Hills Festival of Mountain Folk Art sponsored each year by the Tyler Chamber of Commerce. In addition, the Library maintains a working cooperative relationship with the local technical institute in order that citizens can use the facilities of either center.

WELCOME TO TYLER

Tyler is a town of 26,000 persons located in the rolling foothills of Western Piedmont, North Carolina. It is a progressive, small city of home-owning, friendly, church-going resourceful people. Situated in the northwest corner of Tyler County, the town is located on the Rocky River and Lake Tyler--a major recreational water system.

The city's history is rich in southern tradition, having been established as a county seat in 1842 and having dominated the state's western politics for 100 years. Named for the Tyler family, one member of which was President of the United States, the town is located only 12 miles from Tyler's Ridge National Monument where an important Revolutionary War battle was fought. Additionally, the state's Indian Museum is located here, in conjunction with the restored village and burial mounds of the Sipuka, to whom this area once belonged. Tyler is the home of such illustrious "children" as Webb Wade, former Governor of the state; Adrea Scotland, Mayor, State Representative and Supreme Court Justice; Hatcher Dickson, Pulitzer Prize winning novelist; Morgan Scott, former Governor and U.S. Senator; Yvonne George, Olympic gold medalist; and Sarah Zigler, former U.S. Undersecretary of State.

HEALTH SERVICES

The health services in Tyler are first-rate. The activities of the Tyler Health Services are so widely diversified that they touch the lives of each citizen. The programs are designed to prevent, diagnose and treat diseases; educate persons about health; provide environmental control; and regulate public laws. The Public Health Clinic is open ten hours a day, five days a week with special Saturday and Sunday hours. It operates in conjunction with the Community Mental Health Center which provides another series of services for individual and family problems. There are also a number of specialty and experimental clinics such as the Industrial Medicine Program and the Child Abuse Program.

The hospital located within the Tyler Health Service complex is a 700-bed structure. In cooperation with Tyler Tech, it houses an Associate Degree Nursing and Physician Assistant Program. The current staff consists of 70 active physicians with specialties in areas such as anesthesiology, psychiatry, neurology, radiology, pediatrics, eye-ear-nose-throat, general practioner, and several others.

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INDUSTRY

A number of manufacturing companies as well as several industries are located in Tyler. These include several major textile firms, hardware manufacturers and distributors, banking offices and the recreation centers of Lake Tyler. Strict zoning laws have been enforced for a number of years in order to provide for clean air and water and to foster orderly growth.

The town is prosperous. There is no local income tax and the property tax is very low as a result of the tourist dollar, federal monies which help support experimental programs and the generosity of local businesses.

GOVERNMENT AND PUBLIC SERVICES

Town/County government is administered by a governing council composed of six aldermen and a mayor, all of whom are elected by registered voters for four-year terms. A county manager is employed by the council to run the affairs of the city/county.

Public services are provided to all citizens. These include fire protection and police protection and a full-time staff of professionals. In addition, the city provides garbage and trash collection services to residents and businesses on a weekly schedule. The town also provides water and sewage treatment to residents at a nominal rate.

CLIMATE

The climate from the standpoint of rainfall and temperature is excellent. Temperature observations indicate that Tyler has an annual freeze-free growing season of 200 days. Summer days are warm with cool evenings while only approximately two-thirds of the winter days register a freezing temperature. Measurable accumulations of snowfall occur four to five times a year while the total average rainfall measures 52 inches.

POPULATION

The population has grown steadily during the last 50 years. In 1925, the town had approximately 3500 residents; by 1950, the city had grown to 15,000 persons; by 1975, some 25,000 persons resided within the corporate limits. In 1975 the non-white population of Tyler city and county was 30% with Blacks and Indians included in that minority.

TRANSPORTATION

Transportation to the city is provided by a network of interstate highways, spurs of which directly serve the city. In addition, there is a small local airport to accommodate the summer recreation trade; further, there is direct bus service, truck and train freight service and an Amtrack station within 35 miles.

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JACKSON FAMILY

26 Mulberry Lane

Marcus Jackson (age 30) has been a construction laborer for 11 years. The past few years he has been having problems with his back which required much medical attention. Last month he had an operation to correct his trouble and his doctor has strongly suggested that he leave construction work as it was too hard on his health. His hobby is small engine repair.

Carol (age 28), his wife, has worked second shift at the mill since she graduated from high school. She likes to work in her garden during the day. Since Marcus' operation, Carol has decided to spend more time at home with Marcus so she is looking for a daytime job and has quit the second shift.

Jeanne, Carol's 50-year-old mother, worked at the mill for 30 years. Last year, she quit after her husband died and has recently moved in with the Jacksons.

Bob is Marcus' 22-year-old brother who has been in the army for four years. Within the past month, he has returned home and has been accepted at the local technical institute for next year. He was a machinist in the Army.

Marcus has extensive medical bills that need to be paid in addition to regular living expenses and the addition of Bob returning to the family. In order to do so, the family needs to earn about $18,000 this year. Marcus has been earning about $8300 a year, but will not make that much this year even if he can continue in construction. Carol was making $5500 a year, but is now unemployed. Jeanne receives $3000 a year from retirement and social security. All the Jacksons are high school graduates.

SPENCER FAMILY

304 Carlton Drive

John Spencer manages a local department store and earns about $18,000 a year. He does not like his job and expressed his discontent to his supervisor who offered to transfer him to another job out of town. John knows if he doesn't transfer he will lose his job but both he and Nora, his wife, like Tyler and don't want to move. Furthermore, they have just joined the country club and have signed a sales agreement for a new house. He has formal training and experience in business and would like to find that kind of job.

Nora, age 37, has been teaching for 12 years, drawing an annual salary of $12,000. Year before last, she quit work to have a baby rather than take maternity leave; now that the baby is almost one year old, she has decided to look for work again. She earned about $5,000 last year as a substitute teacher.

John and Nora's son, Thomas, is 16 years old. Last summer and during Christmas vacation he worked in his father's store.

Deborah, the Spencer's daughter, is 17 years old. She took a typing course last summer in school and she often does typing work for the principal of her mother's old school. Both she and Thomas are looking forward to moving into their new house. Thomas has asked to have a basketball goal installed at the end of the driveway and Deborah has planned the arrangement of her new room.

To maintain their standard of living as well as pay for the house and for the country club dues, the Spencers need to have an income of $25,000.

The family enjoys outdoor recreation such as waterskiing and tennis. Their hobbies include motorcycle repair for Thomas and knick-knack collecting for Nora.

YARBOROUGH FAMILY

121 Maxwell Road

Jesse (age 27) and Linda (age 25) Yarborough farm for a living. When they were married, they moved onto the family farm, Lakeview, with Jesse's father and mother. Jesse had previously worked as a truck driver and has a B.A. degree from State College in agriculture.

The whole family really likes working together on the farm. Their chief crops, corn and tobacco, have provided well for them in the past. Jesse and Linda have two small children, ages 4 and 6. Fred (age 49) and Gwen (age 46), Jesse's parents, love to take care of their grandchildren.

The past two years, though, the returns on the farm have diminished due to the drought which virtually destroyed the corn and winter feed. Jesse realizes that the family needs to buy new, more modern equipment to keep up the farm, possibly including very expensive irrigation equipment. Without new equipment, the family may as well give up farming since the equipment they own is not efficient and since they still have a mortgage on the new house and the last 100-acre acquisition.

To manage, they need to earn about $15,000 a year but have only collected about $6,000 a year for the past two years.

Family hobbies and interests include Linda's singing and piano playing and Fred's excellent woodworking ability. Jesse raises exotic game birds as a hobby.

MORGAN FAMILY

215 Elm Street

Ralph Morgan (age 35) is an electrical contractor. This year he went into business for himself. Because the costs of setting up his own business were so high, his income was only $8,000, about half of what he usually earns.

Sally Morgan (age 35) is Ralph's wife. She graduated from college in home economics. Since then she has been a seamstress working in her own home. Sally is very talented and does expert work. She makes a lot of wedding and bridesmaid gowns for customers and does alterations for several of the local shops. She likes to do most of her sewing in the mornings so she can have the afternoons free. She earns about $5,500 a year.

Gail (age 17) is the Morgan's youngest daughter. She is a high school junior and has taken several home economics classes, although her mother taught her to sew. She is also a very capable mechanic.

Gail's sister, Rebecca (age 18), will be graduating from high school at the end of this year. She loves plants and has developed a small greenhouse in the backyard. Unlike her sister, she doesn't really care for sewing and avoids all household chores. Rebecca is more of a "nature lover" and really enjoys the outdoors.

The Morgan family's situation requires about $20,000 a year plus any extra for capital investment for Ralph's business and in order to avoid bankruptcy. The savings account was virtually depleted to meet expenses this year.

DUNCAN FAMILY

711 James Street

Mrs. Betsy Duncan is a 52-year-old widow. She has worked part-time as a bookkeeper in a sporting goods store for the last five years to keep busy since her children have grown up. Last year Betsy's husband, a district sales manager of a pharmaceutical firm, died. His insurance money is almost spent and Betsy has notified the sporting goods store that she will be leaving to find a full-time job. Unfortunately, she has no formal training of any kind.

Emily Duncan (age 25) is Betsy's oldest daughter. After high school she went through secretarial training and has been a secretary in a local firm for five years, earning $7,500 a year. Last year Emily divorced her husband and moved back in with her mother. Now she has been informed that the firm she works for is relocating out-of-state. Emily really wants to remain in Tyler with her mother so she has just begun to look for a new job.

Jo Ann Duncan is 23 years old. She is a college senior who will be finishing a degree in nursing. Jo Ann is engaged to a dental hygienist, but no definite plans have been made for her wedding.

Cathy Duncan (age 19) is attending a private college near Tyler. She is a National Merit Scholarship winner and receives $3,500 a year to help her education costs of $5,000.

Emily, Jo Ann and Cathy are really close. They all enjoy going camping with their mother, and doing things around home together.

Betsy's mother (age 78) has always been dependent on the Duncans for support. In order for the Duncans to maintain the comfortable life that Betsy's husband provided, and to pay off the mortgage on the house, they need to earn about $15,000 a year.

MANCE FAMILY

605 Church Street

John Mance (age 62) has just retired from the ministry and receives $8,000 a year in retirement payments and services. He has always enjoyed working with people and just recently filed to run for a local political office.

His wife, Cynthia (age 58) has worked with him throughout his career and has encouraged him to pursue a public office position. Cynthia enjoys people and loved looking after her children when they were small. Several years ago she became interested in needlework and her home is beginning to be quite a showcase for her handcrafts.

Gary Mance (age 18) is a high school senior. He likes photography and has worked at the local newspaper during the summer as an assistant photographer and newswriter. In his spare time he does free-lance work.

Crystal (age 26) has been married to Paul Curry (age 26) for two years. She met Paul in college where she majored in sociology and he was in the School of Engineering. They were both on the university tennis team. During the summers Crystal came home from school and worked as a salesperson in a local department store while Paul went out-of-state to work part-time with NASA. After Crystal graduated they were married and Crystal moved out-of-state with Paul. Last month Paul was laid off at NASA, so the couple has returned home to live and find jobs.

Since Crystal and Paul are planning to live with the Mances, the family will have to increase their level of income. The Mances have also begun to support John's mother (88 years old) who is an invalid in a nursing home. The family will need to earn $18,000 a year to manage.

GRAVES FAMILY

308 Ransom Street

Joseph and Robin Graves have been married 24 years. Joseph has been writing since he completed his college degree in English. He has published several novels and a variety of articles for well established magazines. Last summer, he wrote and directed a play performed at the Tyler Playmaker Theatre. But most of his summers are spent at the family beach house working on a novel. His income depends on profits from his novels and thus varies from year to year. It averages several thousand dollars a year.

Robin Graves spends a lot of time with her husband at their beach house in the summer operating a clinic there while her partners carry on the practice in Tyler. She also loves to play the piano and enjoys cooking exotic foreign dishes for her family. She likes the field of medicine and as a general practitioner earns $30,000 a year in Tyler. But recently she has been involved in a malpractice suit because of a legal technicality and her insurance has skyrocketed. Even though she won the suit, she has decided to leave the practice and find other work.

Mary, their 21-year-old daughter, is in her last year of college and plans to be married the summer after she graduates. She usually works in her uncle's jewelry store during summer vacations and has done part-time social work while in school.

David, the oldest son, will graduate from high school at the end of this year. He is enrolled in the University School of Engineering in the fall. During the past few summers he drove a truck for the county and just recently bought a car with the money he had earned. Both David and his brother Joe (age 16) play the guitar and are members of a local rock band. Joe has often worked part-time in the hospital to earn extra money.

Even though Robin is leaving her present job, the family must maintain their income of $40,000 a year in order to pay for college, the mortgages on their homes and property, and a failing investment opportunity.

TYLER COUNTY GOVERNMENT

The largest single employer in Tyler County is the County government. This governmental unit is the result of a merger of former city and county governmental units into a single governing body. Government provides a complete range of services including police and fire protection, utilities services, road and harbor maintenance and construction, land and water use planning, support for the arts and programs in adult education.

The county government is administered by a board of aldermen, a mayor and the county commissioners. A county manager is employed by the governing council to handle day-to-day administrative matters. The range of jobs available includes jobs such as road construction laborer to water pollution control technician and carry an entire range of salaries and responsibilities. Approximately 1800 persons are employed by the Tyler County Government.

There are currently ten jobs available in county government. The ten are: compiler, construction worker, court reporter/stenographer, librarian, maintenance assistant, mechanic, printer, social worker, switchboard/ dispatcher, and tax clerk. The total yearly budget for these jobs is approximately $72,000.

Employment with the county is usually viewed as permanent and includes an excellent benefits package. The work rarely requires relocation.

TYLER HEALTH SERVICES

The Tyler Health Services complex is a large organization that provides professional, comprehensive health service to the entire area. Among the many particular services provided within the complex are the hospital, the community public health service, the community mental health program, the recreational medicine program, the child abuse program and the family/ industrial medical clinic as well as a number of experimental programs, most of which are adult oriented.

The health service complex employs approximately 1500 persons. The pay is competitive for medical and health service compensation with salaries in the experimental and nationally recognized programs being somewhat higher than average. Employees have an excellent benefit package; further, they are required to participate in the state retirement system.

Several Tyler Health Services complex programs, specifically the family/ industrial clinic program, the child abuse program and the recreational medicine program are nationally acclaimed. Employment anywhere in the complex is viewed as an excellent experience base from which one can move with assurance to other positions located around the region or state.

There are ten jobs currently available with the Health Service including the following: computer programmer, dental technician, industrial nurse, gardener/custodian, licensed practical nurse, maintenance worker, photographer, physician's assistant, receptionist and security guard. The total budget per year for these ten jobs is approximately $86,000.

RUBUCK HARDWARE AND MILLWRIGHTS

Rubuck is a major hardware producer and wholesaler whose corporate headquarters are located elsewhere within the state. The western regional warehousing facility as well as the tool-and-die works are located in Tyler. Some 600 employees are supported by the Tyler Rubuck plant. Among the many personnel positions included in the Tyler plant are company executives, salespersons, delivery positions, assembly-line production jobs and skilled technical positions. Pay is scale for the industry; there is a good insurance system and an adequate pension and retirement plan. Additionally, employees are provided with stock options and can purchase products at a 25% reduction in cost.

Millwrights is a major textile mill with a Tyler plant. This local operation employs 280 persons a shift and operates 3 shifts each 24 hours, 5 days a week. The Tyler plant weaves and dyes national fabrics with a heavier concentration in cotton than in wool. The products of the Tyler operation are marketed nationally. The jobs available in the local operation include all those normally associated with a large textile facility.

Employment by either firm could result in transfer to another town within the state, although often employees are given an option regarding whether they choose to move.

The two companies operate a cooperative personnel office. Each company has its own application blanks, but interviewers handle applicants for either firm. Competition for potential employees is avoided by virtue of the relatively different kinds of jobs performed in each company. There are 15 jobs available at present including: administrative assistant, advertising agent, baggers, designer, laborer, layout artist, machinist, manager trainee, plumber, print shop helper, sales manager, salespersons, station attendant, waiter/waitress, welder. The total yearly budget for these positions is approximately $118,000.

TYLER NATIONAL BANK

The Tyler National Bank (TNB) was chartered in 1910 and has been serving the citizens of Tyler continuously from that time. The bank's total assets of more than $100 million rank as second largest in the state behind those of the First National Bank. TNB has offices in every major city and many towns in the state. Bank headquarters are located in Tyler along with five branch offices. The total number of bank-related employees within the greater Tyler metropolitan area is approximately 1200. Jobs within the bank range from highly specialized positions such as municipal bonds officers to much less specialized and technical positions such as tellers. A complete range of banking services is provided for individual and corporate customers.

The bank has been a leading establishment in Tyler and has given generously of employee time and corporate resources to such municipal undertakings as the Council for the Arts and the public schools. Working for the bank has been recognized as prestigious employment even though the pay scale may not exceed or equal other employers in Tyler. However, there is an excellent benefits package as well as fringe extras, such as employee uses of corporation recreation facilities on Lake Tyler.

The Tyler headquarters are used as the training facilities for bank officers from all over the state. Additionally, the Tyler office provides training for many other positions for new employees located throughout the Piedmont and Mountain areas of the state. As employees are trained, decisions are made concerning their assignment; working for the bank can mean relocation in any of the branch offices throughout the state.

There are ten jobs currently available with the Tyler National Bank including: accounting clerk, computer operator, drafter/commercial, key-punch operator, loan officer, messenger/courier, notary public/clerical, public relations, secretary, and teller trainee. The total yearly budget is approximately $86,000.

THE PROFESSIONAL EMPLOYMENT AGENCY

The Professional Employment Agency (TPEA) is a private job-listing service whose headquarters are located in a nearby city. The company has a reputation for handling good job listings from all over the state and for finding good applicants for those jobs. The listings carried by TPEA are exclusive in that if listed with the Agency, they can be neither advertized nor filled in any other fashion. Additionally, most listings require the successful applicant to pay a fee of from 10% - 15% of their first year's annual salary in return for the job. However, fees are not collected unless the people retain the jobs in which they were placed.

TPEA maintains a staff of ten persons in Tyler and employs over 200 persons statewide. Salary pay scale is comparable to that of moderately successful sales personnel. There is a good insurance package for employees, but no pension or retirement system.

The jobs listed by TPEA cover all types of professions and the entire range of salaries and benefit packages. Additionally, some listings include a prepaid fee by the employer and some listings require no fee at all. Since jobs from all areas of the state are listed with TPEA, acceptance of a position could mean a move to another location within the state.

There are 15 jobs currently available in the Tyler office of The Professional Employment Agency. These include the following: agricultural research assistant, announcer, auditor trainee, baker, bookbinder, cleaner/presser, drafter/design, distributor, electrician, lawyer, manager, movie projectionist, reporter/proofreader, shoe repair apprentice, and teacher. The total yearly budget is approximately $124,000 for these positions.

HELP WANTED

ACCOUNTING CLERK: Requires knowledge of bookkeeping, billing and payroll procedures. Typing at 40-50 WPM. Salary up to $158 per week plus fringe benefits. Appointments at the Tyler National Bank

ADMINISTRATIVE ASSISTANT: Must have management skills, drive, and knowledge of industrial supplies. Full benefit package, regular hours, pay advancement opportunity, salary at $7250. Apply at Millwrights/Rubuck.

ADVERTISING AGENT: Prefer some experience in advertising and proof of artistic ability. To head sales campaign for new product. Opportunity to advance. Salary begins at $7500 and includes pension plan and insurance. Contact personnel office at Millwrights/Rubuck.

AGRICULTURAL RESEARCH ASSISTANT: Prefer high school graduate with at least one year of experience in livestock care. Weekend work required. Salary at $6000 plus board. Contact The Professional Employment Agency.

ANNOUNCER: Broadcast position available at local radio station for a Grade 3 licensed announcer. Duties include an afternoon country music show, advertising and the late evening news. Flexible schedule. Good Fringe package. $4.25 hr. Contact Professional Employment Agency.

AUDITOR TRAINEE: Prestigious company with growth potential seeks to train an aggressive person with a good grade point average and an accounting degree. Will accept apprentice to work in comptroller's office to oversee cash flow of three branch banks. $6000. Contact Professional Employment Agency.

BAGGERS: Immediate opening in general discount department at Rubuck's for full-time or part-time baggers. Must be able to do light lifting and be pleasant around customers. Salary at $2.30 an hour. Contact Millwrights/Rubuck.

BAKER: Tiffany's Pastries has an opening for an experienced baker. Opportunity to take over business or outright purchase. Hours 5 a.m. to noon. No fringe benefits. Pay begins at $4.00 an hour. Contact Professional Employment Agency.

BOOKBINDER: Local printing firm seeks binder who is willing to work and learn. No experience necessary. Must be comfortable around machines. Regular hours. Overtime available. Starting salary $3.75 hr Contact Professional Employment Service.

CLEANER & PRESSER: One position open at local dry cleaning establishment for assistant. No experience required. Duties include operating the pressing equipment and inspecting garments for spots. May occasionally collect and deliver clothes. Starting salary $2.30 an hour; no overtime. Contact Professional Employment Agency.

COMPILER: County Government has one opening for a clerical compiler to work on opinion polls, census information and local taxes. Requires some typing and mathematical ability. Local Civil Service test required. Salary begins at $6200. Contact County Government Personnel Office.

COMPUTER PROGRAMMER: Local area establishment requires person with one or more years experience in COBOL. Responsible for billing and patient records. Excellent benefit package. Salary beginning at $230 per week. Regular hours. Contact Tyler Health Services.

COMPUTER PROGRAMMER/OPERATOR: Excellent opportunity in a local bank for individual with experience on OS or VS systems. Chance for advancement in pay and position. Starting salary at $150 per week. Contact Tyler National Bank.

CONSTRUCTION WORKERS: Openings for form-setters and laborers with experience in road building to work within the county. Starting pay at $3.15/hour, overtime available. Must be able to do strong physical work. Apply County Government Personnel Department.

COURT REPORTER/STENOGRAPHER: Must type 40-45 WPM. No specific experience necessary. Good working conditions. Excellent benefits. Earn to $165/week. Contact Personnel Department of the County Government.

DENTAL TECHNICIAN: Local opening for trained dental technician constructing and repairing dental appliances at Community Health Center. Beginning salary at $7500. Apply at Tyler Health Services, Inc.

• LESSONS • Guitar, Drums, Bass Banjo, Dobro, Mandolin LES HOWARD 477-0708

DESIGNER: Opening for advertising designer within state with major firm. Excellent fringe benefits. Opportunity for advancement. Salary beginning at $12,000. Will consider persons with either artistic or verbal ability. Apply Millwrights/Rubuck.

DISTRIBUTOR: Position available with local firm for a publication distributor. Duties include routing of materials, some supervisory work and potential sales. Salary beginning at $2.30 an hour. Apply Professional Employment Agency.

DRAFTER/COMMERCIAL: Position available with local firm for a commercial drafter to assist in the assessment of blueprints and plans within the commercial loan department. Experience preferred. Regular hours. Excellent fringe benefits. Salary from $171 per week. Apply Tyler National Bank.

DRAFTER/DESIGN: Firm within the state desires a design drafter comfortable with working on new ideas and experimental engineering. Excellent fringe benefits. Salary from $225 per week. May require relocation. Contact Professional Employment Agency.

ELECTRICIAN: Immediate opening for qualified, experienced electrician. Inside work. Excellent benefits and starting salary at $6.15/hour. Some overtime is available. Work is primarily industrial within the community. Contact Professional Employment Agency.

ALL THE ANSWERS - ONE PHONE CALL.
Call INFO at 942-8749.

GARDENER/CUSTODIAN: One immediate opening for person who enjoys outside work caring for buildings and grounds. Experience not required. Pay beginning at $2.30 an hour. Contact Tyler Health Services, Inc.

INDUSTRIAL NURSE PRACTITIONER: An expanding clinc within hospital has one opening for an industrial nurse practitioner. License required. Fringe benefits. Salary $215 per week. Contact Tyler Health Services.

KEYPUNCH OPERATOR: One position available for keypunch operator. Experience preferred but not necessary. Will consider a keypunch graduate. A career opportunity with salary beginning at $145 per week. Contact Tyler National Bank Personnel Office.

LABORERS: Positions available for laborers at Millwrights/Rubuck with beginning wage at $2.30 an hour. No experience necessary. Contact Millwrights/Rubuck.

LAWYER: Outstanding company needs corporate lawyer with two years experience. Excellent fringe benefits. Salary $20,000 Contact Professional Employment Agency.

LAYOUT ARTIST: Printshop operation desires layout artist to assist in design of advertising campaigns and work in production of new materials. Sense of color and form required. Salary from $6500. Contact Millwrights/Rubuck.

LIBRARIAN: County library needs librarian or librarian-trainee. Light typing. Efficiency a must. Salary from $7500. Regular working hours but some weekend work. Contact County Government Personnel Officer.

LICENSED PRACTICAL NURSE: One position in the 7-3 shift or the 3-11 shift beginning at $4.00 an hour. No rotation in shift. Fringe benefit package available. Contact Tyler Health Services, Inc.

LOAN OFFICER: One position available for experienced loan officer with keen eye for appraisal of property. Salary beginning at $12,500. Prefer business degree but will consider other qualifications. Contact Tyler National Bank.

MACHINIST: One person to work in a tool and die shop as machinist with knowledge of drafting and mechanics. Begin at $6.75 an hour. Chance for advancement and supervisory role. Contact Millwrights/Rubuck.

MAINTENANCE ASSISTANT: County government offers one job with great hours. No heavy work. Within the executive office suite for a qualified maintenance assistant. Will train. Wages beginning at $2.30 an hour. Contact County Government Personnel Office.

MAINTENANCE WORKER: One position for custodial and small repair within the hospital complex. Regular hours. Opportunity for salary advancement. Beginning pay at $2.75 an hour. Contact Tyler Health Services, Inc.

MANAGEMENT TRAINEE: Local firm requests aggressive person who wants to move up in management trainee position. Experience not required. Working the evening shift. Salary from $7000. Apply at Millwright/Rubuck.

WANT ADS 967-6581

MANAGER: Manager needed for newly opening franchise. Great career opportunity. Excellent working conditions and full company benefits. Located in area but may move over time. Salary beginning at $8500. Contact Professional Employment Agency.

MECHANIC: Experienced mechanic needed. Must be dependable and confident. Prefer some knowledge of motorcycle and truck maintenance. Starting salary $5.50 an hour but vary with experience. Apply County Government Personnel Office.

MESSENGER/COURIER: Messenger/courier position available to someone with driver's license and good driving record. Must be dependable and bondable. Operate within the community to the various branch offices. Expenses paid. Salary from $120 per week. Contact Tyler National Bank.

MOVIE PROJECTIONIST: Immediate opening. Prefer someone with experience in projection equipment but will train. $2.10 an hour. Local establishment. Contact the Professional Employment Agency.

NOTARY PUBLIC/CLERICAL: One position for person willing to assume office duties including filing, light typing and processing loans. Notary training required. $2.30 hour to start. Contact Tyler National Bank.

PHOTOGRAPHER: One opening for experienced photographer to assist in medical photographs for publication purposes. Must be qualified in darkroom techniques as well as camera work. Salary from $6.00 an hour with fringe benefit pkg. Contact Tyler Health Services.

PHYSICIAN'S ASSISTANT: Degree required from physician assistant program. One opening on graveyard shift. Salary from $9,500 with fringe benefit package. Contact the Tyler Health Services, Inc.

PLUMBER: Plumbers needed. Prefer at least two years experience with tools. Permanent employment opportunity. $6.00 an hour. Working in repair shop. Contact Millwrights/Rubuck.

PRINTER: One position available for person with offset printing skills. Must be able to run and repair presses. No experience required though training is a necessity. Salary from $8200. Contact County Government Personnel Office.

PRINTSHOP HELPER: One position available during regular work hours for printshop helper to assist in miscellaneous operations within house printshop. Salary from $2.75 an hour depending on experience. Contact Millwrights/Rubuck.

PUBLIC RELATIONS: One public relations position available at local bank to oversee advertising campaign within the community and supervise complaint department. Salary from $15,000. Must be comfortable around people although no experience required. Good presentation of self. Contact Tyler National Bank.

RECEPTIONIST: One position for daytime receptionist. Must interact well and enjoy being around people. Articulate. No experience required. Pay from $120 per week. Light typing may be required. Contact Tyler Health Services, Inc.

REPORTER/PROOFREADER: Local newspaper needs responsible aggressive person with good language skills as a reporter proofreader on the afternoon edition. Pay from $3.40 an hour. High school training required. Contact Professional Employment Agency.

SALES/MANAGER: Local firm seeks manager in hardware department to supervise help, take inventory, make orders and interact with the accounting department. Salary from $12,000 with fringe benefit package. Contact Millwrights/Rubuck.

SALESPERSONS: Rubuck is now accepting applications for salespersons. Need outgoing persons in toys, small appliances, camera and art departments. Pay beginning at $2.30 an hour. Apply in person at Millwrights/Rubuck.

SECRETARY: Secretarial position available for person typing 60 WPM and other clerical skills. Pay from $190 per week with fringe benefit package. Regular hours. No overtime. Contact Tyler National Bank.

SECURITY GUARD: One security guard needed for the hospital. Retired military personnel ideal. Pay beginning at $3.70 per hour with fringe benefit package. Contact Tyler Health Services, Inc.

SHOE REPAIR APPRENTICE: Young person wanted as full or part-time apprentice in local shoe repair operation. Salary begins at $2.30 an hour. Chance for advancement with training. Contact Professional Employment Agency.

WANT ADS 967-6581

SOCIAL WORKER: One opening for outgoing person who relates well with others in social services area. Degree preferred but not necessary. Salary beginning at $7300 depending on experience. Contact County Government Personnel Office.

STATION ATTENDANT: Rubuck Service Center seeks station attendant to work pumps and perform light mechanical skill work. Pay at $2.30 an hour. Regular hours; weekend work. Contact Millwrights/Rubuck.

SWITCHBOARD/DISPATCHER: One person with pleasant voice required for radio and telephone duties within the county offices. Work varies between daytime switchboard work and evening dispatcher work. Salary from $120 per week. Contact County Government Personnel Office.

TAX CLERK: One position available. Will train. Working in property tax office with tax collector. Group insurance and retirement. $110 a week while training. Contact County Government Personnel Office.

TEACHER: Area school system has one position for English-French teacher. Salary depends on experience but begins at $7100 for a certificate. Will consider a non-certified person with skills. Contact Professional Employment Agency.

TELLER TRAINEE: One position to person with winning personality and adequate math background who interacts well with the public. High school training preferred. $450 a month starting pay. Contact Tyler National Bank.

WAITER/WAITRESS: Coffee shop needs part-time, full-time waiters and waitresses. Experience helpful but not necessary. Will train. Start at $1 an hour plus tips. Contact Millwrights/Rubuck.

WELDER: One experienced welder position available working with various technicians. Regular hours. Overtime available. Beginning salary $6.75 an hour. Contact Millwrights/Rubuck.

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967-6581

SERVICE HOURS:
8:30-5:00 Monday thru Friday (All Ads for Saturday, Sunday and Monday must be in by 5:00 Friday.)
Corrections and Cancellations ONLY:
Saturday 9:00-12 Noon
Sunday 2:00-4:00

WANT AD RATES

Two Papers Daily—One Paper Sunday.

Av. Words	Lines	8 Days	4 Days	1 Day
Up to 15	3	9.12	5.04	1.58
16 to 20	4	12.16	6.72	1.84
21 to 25	5	15.20	8.40	2.30
26 to 30	6	18.24	10.08	2.76
31 to 35	7	21.28	11.76	3.22
36 to 40	8	24.32	13.44	3.68
41 to 45	9	27.36	15.12	4.14
46 to 50	10	30.40	16.80	4.60
51 to 55	11	33.44	18.48	5.06
56 to 60	12	36.48	20.16	5.52
61 to 65	13	39.52	21.84	5.98
66 to 70	14	42.56	23.52	6.44

The Tyler Times will not be responsible for more than one incorrect insertion. If your advertisement is wrong notify us and it will be corrected.

To be sure of receiving the lowest possible rates, order your ad for 8 days. You may cancel your ad at any time and pay only for the number of days the ad appears.

Rate per line of white space is the same as line of type.

Cancellations and corrections for The Tyler Times taken until 9:30 a.m. Monday through Friday.

INDEX OF AVAILABLE POSITIONS BY EMPLOYER

Tyler County Government

1. Compiler
2. Construction Workers
3. Court Reporter/Stenographer
4. Librarian
5. Maintenance Assistant
6. Mechanic
7. Printer
8. Social Worker
9. Switchboard/Dispatcher
10. Tax Clerk

Tyler Health Services

1. Computer Programmer
2. Dental Technician
3. Industrial Nurse
4. Gardener/Custodian
5. Licensed Practical Nurse
6. Maintenance Worker
7. Photographer
8. Physician's Assistant
9. Receptionist
10. Security Guard

Millwrights/Rubuck

1. Administrative Assistant
2. Advertising Agent
3. Baggers
4. Designer
5. Laborer
6. Layout Artist
7. Machinist
8. Manager Trainee
9. Plumber
10. Print Shop Helper
11. Sales Manager
12. Salesperson
13. Station Attendant
14. Waiter/Waitress
15. Welder

Professional Employment Agency

1. Agricultural Research Assistant
2. Announcer
3. Auditor Trainee
4. Baker
5. Bookbinder
6. Cleaner and Presser
7. Distributor
8. Drafter/Design
9. Electrician
10. Lawyer
11. Manager
12. Movie Projectionist
13. Reporter/Proofreader
14. Shoe Repair Apprentice
15. Teacher

Tyler National Bank

1. Accounting Clerk
2. Computer Operator
3. Drafter/Commercial
4. Keypunch Operator
5. Loan Officer
6. Messenger/Courier
7. Notary Public/Clerical
8. Public Relations
9. Secretary
10. Teller Trainee

(Distribute to each student with want ads.)

JOB DESCRIPTIONS: TYLER COUNTY GOVERNMENT

COMPILER

The job requires:

A) collecting information from surveys, opinion polls, census reports
B) gathering/organizing names, addresses and vital statistics of residents for county records
C) preparing graphs or charts
D) using typewriter and/or duplicating equipment to collect and duplicate information.

Job qualifications include:

A) high school mathematics course
B) use telephone and some office machinery
C) categorize/order information
D) light typing skills.

CONSTRUCTION WORKER

The job requires:

A) combinations of light and heavy work involving taking measures, driving stakes, building forms and blocks, using hammer, saw, and level
B) erecting shorring and braces, mixing and pouring concrete, and doing rough painting.

Job qualifications include:

A) moderate strength to do lifting
B) ability to read measurements
C) willingness to take directions from supervisors and work with others on crews.

COURT REPORTER

The job requires:

A) recording examination testimony, opinions, charges, sentences, and other proceedings of the court either manually or through machine shorthand
B) rereading portions upon request of judge
C) transcribing recorded materials.

Job qualifications include:

A) type 60 words a minute without mistakes
B) take and read shorthand
C) read with clarity when called upon in court.

LIBRARIAN

The job requires:

A) maintaining library collection of books, periodicals, documents, films, recordings and other materials
B) furnishing information on library activities, facilities, rules and services
C) assisting in locating and obtaining materials as well as checking in and out said materials
D) assembling and arranging displays of books and materials for user audience.

Job qualifications include:

A) ability to read and order groups of information
B) must interact well with the public
C) learn the filing and coding systems for the library
D) eye for form and color to arrange displays.

MAINTENANCE ASSISTANT

The job requires:

A) assisting in repairing and maintaining the buildings, machinery and equipment of the governmental agency
B) no prerequisite knowledge is required although must be trainable.

Job qualifications include:

A) able to follow directions
B) work with a partner
C) have an understanding of mechanical operations
D) comfortable in doing repetitive work.

MECHANIC

The job requires:

A) repairing, assembling, testing and servicing power equipment for the employing agency
B) using hand tools and testing devices in order to diagnose and repair difficulties
C) understanding the mechanical workings of motorcycles and trucks.

Job qualifications include:

A) take directions
B) disassemble and reassemble mechanical entities
C) use testing tools from micrometers to electrical indicators
D) use hand tools.

PRINTER

The job requires:

A) working in print shop particularly on offset printing machine to print county forms, envelopes, letterhead, ballots, records, and other work for the county government
B) servicing and repairing the machine as needed
C) performing all phases of the printing operation from design through layout and compilation, and distribution of the final product.

Job qualifications include:

A) training or experience on an offset printing machine
B) feeling for form and color
C) mechanical aptitude and ability to repair machines
D) pride in the product.

SOCIAL WORKER

The job requires:

A) working in the community action program to overcome social conditions that tend to cause juvenile delinquency and to provide guidance to juveniles
B) aiding the civil authorities, specifically the court, in dealing with cases that come before it
C) referring clients to the appropriate agency within the community so they can better be served
D) working with the family of the client.

Job qualifications include:

A) easy manner around people
B) ability to interact with and understand what people mean when they speak
C) ability to read and fill out forms
D) knowledge of the service agencies within the community.

SWITCHBOARD/DISPATCHER

The job requires:

A) monitoring communications through county agencies to insure that the inquirer speaks with the appropriate person and that phone calls are made upon demand
B) keeping a record of long distance calls
C) taking incoming information accurately and relaying that information to the service agency unit that is in the area or is the designated unit to handle the situation.

Job qualifications include:

A) ability to think clearly and quickly
B) ability to listen carefully and record information accurately
C) strong, clear voice.

TAX CLERK

The job requires:

A) keeping records of taxpayers, insuring that assessment of personal property is made and applying the state and local tax tables to that property
B) handling the billing for the personal property tax.

Job qualifications include:

A) read and understand tax tables
B) interact with the public
C) able to file accurately.

TYLER NATIONAL BANK

ACCOUNTING CLERK

The job requires:

A) performing variety of routine calculating, posting and typing duties related to accounting, including routine business actions, payrolls, pay vouchers, and accounts
B) computing and keeping records of account statements.

Job qualifications include:

A) file accurately
B) type 20 words a minute accurately
C) high school mathematical background
D) advanced training in bookkeeping.

COMPUTER OPERATOR

The job requires:

A) operating the computer making minor mechanical adjustments and accessing and entering data into the computer banks
B) cataloging the information and accessing information upon demand.

Job qualifications include:

A) advanced training in computer programming
B) mathematical ability
C) organizational ability.

DRAFTER

The job requires:

A) constructing and analyzing constructions, drawings, topographical profiles and related maps for the planning and construction of buildings, damage areas, and planned communities
B) determining the costs and problems involved in carrying out the proposed construction.

Job qualifications include:

A) experience and training as a drafter
B) mathematical ability
C) knowledge of construction costs
D) technical language expertise in the area.

KEYPUNCH OPERATOR

The job requires:

A) operating alphabetical and numerical keypunch machine similar to an electric typewriter
B) transcribing data from material to punched cards or tape
C) loading the machine with decks of cards; removing jammed cards
D) making minor repairs.

Job qualifications include:

A) manual dexterity
B) eye-hand coordination.

LOAN OFFICER

The job requires:

A) examining and evaluating applications for lines of credit, installment credit, commercial real estate and consumer loans
B) reviewing applications for completeness, analyzing applicant's financial status, and ability to pay
C) recommending action on the loan, handling foreclosure proceedings if payments are not registered.

Job qualifications include:

A) business economics or banking experience
B) ability to interact with people
C) ability to assess value of property and family budgets.

MESSENGER/COURIER

The job requires:

A) delivering messages, documents, packages and other items between departments and within various locations for this business or between businesses
B) handling money transactions and delivery by company car
C) keeping logs of items received and delivered
D) obtaining receipts for articles delivered and processing incoming mail.

Job qualifications include:

A) ability to take directions
B) dependability
C) ability to drive.

NOTARY PUBLIC

This job requires:

A) performing the public service of witnessing, certifying, attesting to and validating signatures on documents
B) keeping records of official acts
C) filing various transactions.

Job qualifications include:

A) license as a notary
B) ability to file
C) ability to interact with people
D) ability to establish and maintain a recordkeeping system.

PUBLIC RELATIONS

This job requires:

A) developing promotional materials to assist the firm in planning effective campaigns to promote the firm's services
B) assisting in acquiring new accounts
C) designing strategies to eliminate difficulties encountered with depositors who have complaints.

Job qualifications include:

A) ability to interact with people
B) verbal skills
C) good presentation of self.

SECRETARY

This job requires:

A) scheduling appointments, giving information to callers, taking dictation and otherwise relieving officials of clerical work as well as minor administrative and business detail.

Job qualifications include:

A) ability to type 40-60 words a minute accurately
B) ability to interact pleasantly with the public
C) shorthand skills
D) ability to arrange a time-table and keep appointments straight.

TELLER TRAINEE

This job requires:

A) receiving and paying out money
B) keeping records of money and negotiable instruments which involve various bank transactions, including receiving checks and cash, verifying the amount, and examining the documents for signatures.

Job qualifications include:

A) high school mathematical ability
B) pleasant manner with the public
C) visual recognition skills for money and documents.

ADMINISTRATIVE ASSISTANT

This job requires:

A) aiding the executive staff by coordinating office services such as personnel, budget control, housekeeping, records control and in-house studies
B) simplifing reporting procedures, analyzing operating procedures, and creating new systems and procedures when called for
C) preparing reports including conclusions and recommendations for the solution of administrative problems
D) issuing and interpreting operating policies
E) assisting in the preparation of budget needs and annual reports
F) assisting in interviewing job applicants and conducting orientation of new employees.

Job qualifications include:

A) supervisory skills
B) ability to interact well with people
C) verbal and reading skills.

ADVERTISING AGENT

This job requires:

A) planning advertising campaigns to promote the sale of company products
B) consulting with company officials, sales department and other advertising agencies to develop these promotional plans
C) planning and designing brochures and manuals for publication, reviewing and proofreading layout and copy before advertisement is printed
D) working up advertising budget
E) preparing brochures for publication.

Job qualifications include:

A) feel for shape and form
B) high school mathematics ability
C) ability to interact, communicate and persuade the public.

BAGGERS

This job requires:

A) wrapping packages in a protective cloth or paper covering and delivering packages to the customer's vehicle
B) serving as stockroom assistant, helping to keep track of inventory and replacing used material.

Job qualifications include:

A) attention to the care of the product purchased by the customer
B) easy manner with customers
C) light lifting ability.

DESIGNER

This job requires:

A) developing the sketches and plans for future products, particularly consumer goods
B) suggesting what materials these products should be made of, at what cost, indicating the combination of fabrics and materials and the color scheme
C) performing regional and national marketing surveys to determine what designs are popular with the consumer.

Job qualifications include:

A) artistic ability
B) ability to draw conclusions from data
C) imagination.

LABORER

This job requires:

A) operating hand tools such as shovels and picks under the direction of a supervisor
B) assisting in the construction of buildings.

Job qualifications include:

A) moderate amount of strength
B) endurance
C) ability to take directions
D) ability to work with a companion.

LAYOUT ARTIST

This job requires:

A) developing the design that will be used during advertising campaigns and on the pages of the catalogs for retail sales, indicating what pictures go where and what text goes with what pictures
B) paying attention to form, color and the impression these make on a potential customer.

Job qualifications include:

A) ability to deal with shape, form, and the written word
B) limited artistic ability
C) determination to complete a job once started.

MACHINIST

This job requires:

A) installing and maintaining heavy machinery within the factory or industry
B) knowing how to read blueprints and planning for the installation of machinery
C) supervising the work of laborers who assist in the construction of the industrial area.

Job qualifications include:

A) ability to read blueprints
B) some drafting and mechanical drawing ability
C) ability to use hand tools
D) ability to take and understand directions.

MANAGER TRAINEE

This job requires:

A) performing assigned duties in business organization to gain knowledge and experience for promotion to a management position
B) participating in work in various departments throughout the firm, performing various duties under close supervision and becoming acquainted with the work done in that area.

Job qualifications include:

A) ability to interact with people
B) supervisory ability
C) verbal and written skills.

PLUMBER

This job requires:

A) assembling, installing and repairing pipes, fittings and fixtures of heating, water and drainage systems according to specifications of blueprints and plumbing codes
B) reading blueprints

C) cutting holes in floors and walls to accommodate the pipes and pipe fittings, using hand power tools
D) threading pipe, disassembling and assembling valves and fittings as well as fixtures such as bathtubs, hot water heaters, garbage disposal units and dishwashers.

Job qualifications include:

A) ability to read instructions
B) ability to read blueprints and floor plans
C) understanding of structural conditions of a building
D) ability to use hand tools
E) ability to solve mathematical puzzles.

PRINT SHOP HELPER

This job requires:

A) assisting any of the number of specialty areas in a print shop by gathering raw materials, carrying out the instructions of the professionals and cleaning up after the job is done
B) serving as an apprentice which prepares the person through instruction and experience to master a specific craft or trade in the printing industry.

Job qualifications include:

A) ability to work with others
B) ability to take directions
C) ability to perform repetitive tasks.

SALES MANAGER

This job requires:

A) overseeing the sales department staffs for the particular industry/employer
B) interacting with other specialty areas such as marketing department to determine what sales techniques and what areas would be most appropriate
C) directing staff in use of techniques and toward specific marketing areas
D) determining with additional staff what product should be stressed, how, where, when.

Job qualifications include:

A) supervisory ability
B) ability to interact well with others
C) ability to interpret their data and make practical, implementable recommendations based on said interpretations.

SALESPERSONS

This job requires:

A) performing a combination of tasks including contacting and securing future accounts, taking orders, receiving payment for merchandise, keeping a record of the sales, preparing inventory of stock and ordering merchandise as it is expended
B) utilizing detailed knowledge of specific characteristics of merchandise
C) displaying the merchandise
D) demonstrating the article if necessary and occasionally installing either displays, demonstrations, or the purchased product.

Job qualifications include:

A) verbal skills
B) ability to interact well with others
C) ability to understand and persuade based on the product qualifications.

STATION ATTENDANT

This job requires:

A) refueling and oiling motor vehicles such as trucks, buses, cars and motorcycles in the service facility
B) compiling knowledge, recording fuel consumption log and storage tank inventory of company vehicles
C) providing service to customer vehicles and doing light mechanical work.

Job qualifications include:

A) ability to keep records
B) eighth grade mathematical ability
C) ability to make change
D) pleasant manner when interacting.

WAITER/WAITRESS

This job requires:

A) serving food to patrons at counters and tables of dining establishments
B) often presenting the menus, answering questions and making suggestions regarding food and service
C) writing order on the check and relaying it to the kitchen
D) picking up and serving prepared food from the kitchen, o serving guests to fulfill any additional requests they may have
E) totaling the bill and accepting payment from the patron.

Job qualifications include:

A) ability to interact with the customer
B) coordination to permit the serving of food
C) ability to remember menu items and make suggestions based on previous experience
D) eighth grade mathematical ability.

WELDER

This job requires:

A) welding metal parts together according to layouts, blueprints or work orders, using any of the series of welding processes
B) performing related tasks such as flame cutting and grinding and may repair broken or cracked parts, drilling holes or increasing the size of metal parts.

Job qualifications include:

A) ability to work with hand tools
B) ability to measure
C) ability to recognize a finished and useful product.

THE PROFESSIONAL EMPLOYMENT AGENCY

AGRICULTURAL RESEARCH ASSISTANT

This job requires:

A) cultivating crops and attending to animals according to specific instructions of research workers to carry out experiments in animal husbandry, agronomy, and other branches of agriculture
B) feeding and watering the animals and cleaning the holding area
C) preparing the soil, planting, cultivating and harvesting the crops
D) collecting seeds and keeping notes on whatever experiments might be underway.

Job qualifications include:

A) ability to follow directions
B) ability to work outside
C) appreciation for living things
D) ability to take some notes or remember specified detail.

ANNOUNCER

This job requires:

A) announcing information of interest to patrons of the broadcasting station including introducing various types of programs, interviewing guests, acting as a master of ceremonies
B) reading news flashes, identifying the station by call letters and reading commercials
C) describing public events such as parades and conventions, often speaking extemporaneously
D) keeping records of programs in which they participate as well as selling time, writing scripts and working in the control room.

Job qualifications include:

A) verbal ability
B) ability to read well orally
C) clear and unencumbered voice.

AUDITOR TRAINEE

This job requires:

A) performing the assisting tasks while observing practicing auditors in order to learn the trade

B) examining and analyzing accounting records of establishments and preparing reports concerning their financial statement and operating procedures
C) inspecting items in the books, determining if proper procedure in recording transactions is followed, counting cash on hand, inspecting notes receivable and payable and cancelled checks.

Job qualifications include:

A) some supervisory skills
B) record keeping ability
C) college mathematics
D) bookkeeping training
E) acquaintance with systems problems.

BAKER

This job requires:

A) moving and distributing bakery supplies and products in and around the production area
B) weighing and measuring ingredients, lifting and dumping containers of materials to help load and unload machines
C) feeding dough into machines, cleaning equipment, greasing pans, operating ovens, packing distributors' boxes or distributing the items.

Job qualifications include:

A) some lifting
B) ability to make measurements
C) ability to take directions.

BOOKBINDER

This job requires:

A) binding covers to books or pamphlets and performing book finishing operations
B) attaching headbands
C) embossing titles
D) choosing fabrics for covers.

Job qualifications include:

A) ability to use hand tools and machines
B) knowledge of the alphabet.

CLEANER AND PRESSER

This job requires:

A) operating pressing equipment and sewing machine and using chemical cleaning agents to press, alter, and repair and clean garments for customers
B) inspecting garments for spots and removing them
C) reshaping and blocking knitted and other garments using machines, repairing tears, packaging items upon completion, and may be involved in collection of charges or delivery of clothes to the customer.

Job qualifications include:

A) ability to match garment to proper cleaning and pressing technique
B) ability to use machinery
C) ability to make change
D) ability to interact pleasantly with customers.

DRAFTER, DRAFTER/DESIGNER

This job requires:

A) creating drawings to assist in the development of experimental ideas involving research engineers
B) using specifications and sketches and employing knowledge of engineering theory and the applications to solve mechanical and fabrication problems.

Job qualifications include:

A) knowledge of drafting techniques
B) inventive mind
C) curiosity
D) understanding of engineering theory.

DISTRIBUTOR

This job requires:

A) packaging and delivering products to retailers from wholesaler or producer of products
B) responsibility for routing products, for seeing that the billing and receipt is accomplished efficiently, and for meeting deadlines upon receipt.

Job qualifications include:

A) ability to keep track of inventory
B) ability to drive
C) ability to take directions.

ELECTRICIAN

This job requires:

A) planning layout and installing and repairing wiring, electrical fixtures and control equipment
B) preparing sketches showing location of all wiring and equipment and/or following diagrams or blueprints prepared by others
C) measuring, cutting, bending, and assembling through use of hand and power tools whatever equipment is necessary to complete the wiring task
D) connecting power, repairing faulty equipment and checking to be sure that all fixtures are in proper order before completing project.

Job qualifications include:

A) some mechanical abilities and ability to take directions
B) ability to either sketch or work from blueprints
C) understanding of the principles of electricity.

LAWYER

This job requires:

A) conducting suits, drawing up legal documents and advising clients on rights and practices under the law
B) advising corporations concerning their obligations and privileges
C) examining data to determine advisability of defending or prosecuting a law suit
D) often acting as agent of a corporation in various transactions.

Job qualifications include:

A) excellent reading ability
B) good deductive logic
C) advanced training and a law degree.

MANAGER

This job requires:

A) planning the activities and overseeing the discharge of responsibilities within the particular realm of concern in a business or industry
B) supervising employees, making decisions concerning sales of products or provision of services, the security of necessary items from wholesalers and interacting with the patron or consumer.

Job qualifications include:

A) supervisory ability
B) ability to interact with persons of various levels
C) high school mathematical background
D) accounting skills.

MOVIE PROJECTIONIST

This job requires:

A) receiving film and inspecting for breakage
B) threading film on reels
C) operating projectors, sound equipment, light equipment, and focus equipment
D) changing reels to insure flow of the film
E) repairing or splicing film as needed.

Job qualifications include:

A) some mechanical ability
B) interest in the visual arts.

REPORTER/PROOFREADER

This job requires:

A) collecting and analyzing facts about newsworthy events by interview, investigation, observation and writing stories conforming to prescribed editorial techniques and formats
B) taking notes, reading publicity releases and carefully relating the facts to the broader audience
C) may transmit details to a colleague and/or take photographs
D) carefully checking stories to be sure words, sentences, paragraphs and thoughts are coherent and complete.

Job qualifications include:

A) good writing ability
B) ability to interact with others
C) ability to organize data and draw valid conclusions from that data.

SHOE REPAIR APPRENTICE

This job requires:

A) assisting the shoe repairer in repairing or refinishing shoes following customer specifications or according to the nature of the damage or type of shoe
B) using hand and power tools to sand, cut, glue, shape, or trim any of the shoe material that requires attention.

Job qualifications include:

A) ability to follow directions
B) ability to use some hand and power tools
C) ability to enjoy somewhat repetitive work.

TEACHER

This job requires:

A) instructing students in one or more subjects such as English in school through lectures, demonstrations and audio-visual aids
B) preparing outline for the course, assigning lessons and correcting papers
C) conducting evaluation, keeping attendance records, maintaining discipline in the class and attending to professional duties such as organization and curriculum development within the school.

Job qualifications include:

A) ability to interact with others
B) advanced degree in specialty area.

TYLER HEALTH SERVICES

COMPUTER PROGRAMMER

This job requires:

A) transforming requests for information from any department within the organization into the appropriate commands to the computer that permits access of that information from the computer band
B) writing instructions in the appropriate computer language, processing programs and data decks, storing information into the computer for future retrieval purposes.

Job qualifications include:

A) ability to learn computer language
B) ability to think logically.

DENTAL TECHNICIAN

This job requires:

A) constructing and repairing dental appliances according to dentist's prescription
B) constructing crowns, bridges, false teeth
C) using hand and power tools designed for dental work as well as data items such as color scales.

Job qualifications include:

A) advanced training in dental technology
B) ability to perform repetitive work
C) ability to follow directions.

FAMILY NURSE

This job requires:

A) performing specialties in the care and tending of family problems, sometimes as a live-in member of the family to carry out special, prescribed care
B) taking notes, tending to the needs of the patients, keeping records, administering medicine, and performing any other chores that may be necessary.

Job qualifications include:

A) nursing degree
B) ability to interact with people
C) patience and understanding.

GARDENER/CUSTODIAN

This job requires:

A) maintaining the grounds of establishment performing a combination of tasks such as cutting, trimming, pruning, spraying, raking, shoveling, planting, and watering; also repairing plants, walks, fences, out buildings, ditches, and other physical entities.

Job qualifications include:

A) ability to work outdoors
B) attention to detail
C) ability to enjoy and complete repetitive work
D) ability to use hand and power tools.

LICENSED PRACTICAL NURSE

This job requires:

A) caring for patients and children in private homes and hospitals and industrial plants performing duties such as bathing and dressing bed patients, combing hair and otherwise attending to comfort and personal appearances
B) cleaning room, changing bed linens, taking and recording temperature, pulse, respiration rate and giving prescribed medication
C) performing other duties such as preparing food, sterilizing equipment, giving injections and other household duties as may be required.

Job qualifications include:

A) enjoy caring for people
B) follow directions
C) license to perform tasks
D) ability to be around and interact with persons who need special care.

MAINTENANCE WORKER

This job requires:

A) keeping buildings and grounds in clean and orderly condition, maintaining and repairing utility systems and physical structures
B) making structural repairs, engaging in grounds-keeping activities, operating hand and power tools and inspecting completed work for conformance to specifications.

Job qualifications include:

A) strength
B) enjoyment of repetitive work
C) ability to work indoors or outdoors
D) ability to use hand and power tools.

PHOTOGRAPHER

This job requires:

A) photographing persons, products, scenes or other articles to make permanent record
B) arranging equipment such as lights and shades, loading film, setting camera angle, distance, focus and light, taking pictures, unloading film, developing film, printing film
C) often selling or distributing the product.

Job qualifications include:

A) knowledge of form, light, texture and shape
B) ability to follow directions
C) ability to perform repetitive tasks
D) ability to interact with potential clients.

PHYSICIAN'S ASSISTANT

This job requires:

A) assisting the physician in caring for patients by performing such tasks as routine monitoring of patient, recording of special records
B) supervising prescribed activites for the patient and performing other tasks as specified.

Job qualifications include:

A) enjoy caring for others
B) ability to take directions
C) some advanced training in medical technique and protocol.

RECEPTIONIST

This job requires:

A) receiving clients or customers entering an establishment to determine their wants and direct them accordingly
B) answering phone and referring caller to correct person within the establishment
C) often making future appointments and answering inquiries
D) performing a variety of clerical duties including filing, typing, receiving and distributing mail and messages.

Job qualifications include:

A) ability to keep order
B) ability to interact pleasantly with the public
C) ability to follow instructions.

SECURITY GUARD

This job requires:

A) carrying out security procedures for a particular firm or organization in order to insure that inappropriate behavior does not occur as perpetrated by outsiders
B) patrolling the premises, answering questions relative to the services of the establishment and directing patrons and employees as needed
C) warning violators of the rule infraction; making regular reports on irregular activities.

Job qualifications include:

A) ability to keep order
B) ability to follow directions
C) ability to note activities or behaviors that are outside the prescribed rules.

INTERVIEW GUIDE

In general, be patient in asking the questions and don't be afraid to wait for an answer. You will want to seek out (a) work qualifications, (b) job qualifications, (c) general attitude, and (d) what the person is interested in doing. You might design a sheet on which to record answers like this:

Job _____ Company _____

Qualifications _____

Résumé _____

Questions:

1.
2.
3.

---

1. Why did you choose your particular field of work?
2. What experience, skills, or qualifications do you feel especially qualify you for work with us?
3. What is your educational background?
4. What special qualifications do you have that make you feel you will be successful in this job?
5. Will you summarize how you reconcile your work experiences with your potential?
6. Will you describe how well you performed in your previous jobs?
7. What do you think determines a person's progress in a chosen field?
8. Describe what you think a supervisor should be like.
9. What type of work do you like?
10. What kind of hours do you prefer?
11. What job in our business do you want to work toward?
12. For what general pay range are you willing to work?
13. How long do you plan to work here?
14. Do you prefer working with others or by yourself?
15. What are your future vocational plans?
16. Are there any other details or accomplishments you think we should consider in reviewing your application?

SPECIFIC JOB QUESTIONS

In addition to the general interview questions, each employer will need to design several specific questions to ask applicants that are key to specific jobs available within that organization. The following several examples can serve as guides.

Switchboard/Dispatcher

Can you be pleasant and courteous under all circumstances?
Do you think you have a good memory? Good vocabulary and diction?
Are you familiar with switchboard equipment?
Are you looking for an opportunity to advance within the telephone company?
Do you object to holiday or weekend work?

Agricultural Research Assistant

Have you had any courses or training related to livestock feeding and management?
Are/were you a member of the Future Farmers of America, 4-H, or any other clubs?
Did you grow up on a farm? If so, what types of farming techniques did you learn at home?
Have you had any experience in agricultural research?
Do you have a desire to continue agricultural work in the area of research?

Computer Programmer

What computer languages do you know? In what languages do you have practical experience?
Do you think you have a logical mind?
Do you think you have enough background to learn other computer languages quickly?
What is the most important thing you did for your career in programming in the last years?

- EMPLOYER'S USE -	
DEPARTMENT	
STARTING DATE	PAY

APPLICATION FOR EMPLOYMENT
TYLER COUNTY GOVERNMENT

(PLEASE ANSWER ALL QUESTIONS)

- EMPLOYER'S USE -
BRANCH LOCATION
POSITION

NOTICE: Applicant should read the following information carefully before filling out any of the questions in this form. Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination in employment because of race, color, sex, religion, or national origin. It is also illegal to discriminate in employment of persons because of their age if over 40 but less than 65 years of age.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER

NAME LAST	FIRST	MIDDLE	DATE BORN	SOCIAL SECURITY NUMBER

PRESENT ADDRESS _____ CITY _____ STATE _____ ZIP CODE _____ AREA CODE _____

How Long Have You Lived at the Above Address? _____ YEARS _____ MONTHS Telephone No. ( )

PREVIOUS ADDRESS _____ CITY _____ STATE _____ ZIP CODE _____ How Long? YEARS _____ MONTHS _____

Position Applied For? _____ Date You Can Start _____ Salary Desired _____

Are You Applying For ☐ Full Time ☐ Part Time ☐ Temporary? Referred By _____

If Related to Anyone in This Organization, Give Name _____

EDUCATION

SCHOOLING	NAME AND LOCATION OF SCHOOL	FROM MO.	FROM YEAR	TO MO	TO YEAR	GRADUATE YES	GRADUATE NO
ELEMENTARY							
HIGH SCHOOL							
COLLEGE OR UNIVERSITY							
OTHERS (Specify)							
MILITARY SERVICE SCHOOLS ATTENDED							

MILITARY SERVICE RECORD	VETERAN ☐ YES ☐ NO	BRANCH	FROM	TO	HIGHEST RANK	Honorable Discharge ☐ YES ☐ NO	Any Unfilled Military Obligation? ☐ YES ☐ NO

LIST THE OFFICE SKILLS AND/OR PLANT AND SHOP MACHINES YOU ARE QUALIFIED TO OPERATE:

1. _____ 3. _____ 5. _____

2. _____ 4. _____ 6. _____

(APPLICANT TO ANSWER ONLY IF APPLYING AS A DRIVER OR VEHICLE OPERATOR)

Check the Types of Vehicles You Are Qualified, Through Experience, To Operate:

☐ Passenger Car ☐ Light Truck ☐ Heavy Truck or Tractor, Other _____

Driver's License No. _____ State _____ Expires _____ Ever Suspended or Revoked? _____

Do You Operate an Automobile? ☐ Yes ☐ No. If Yes, Give Make and Year _____

Do You Have Auto Insurance? ☐ Yes ☐ No. Has It Ever Been Cancelled or Renewal Refused? ☐ Yes ☐ No

How Many Convictions For Moving Violations Within Past 3 Years? _____

8-7b 89-74

(Continued on Reverse Side)

(LIST BELOW YOUR LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MO/YEAR MO/YEAR	NAME AND ADDRESS OF EMPLOYER	PHONE NO.	POSITION	SALARY	REASON FOR LEAVING
1. / TO /					
2. / TO /					
3. / TO /					
4. / TO /					

Have You Ever Lost Time From Work Because of an Accident? ☐ Yes ☐ No If Yes, Explain _____

Have You Ever Collected Workmen's Compensation Benefits? ☐ Yes ☐ No _____

Are You Willing To Take a Physical Examination at Our Expense? ☐ Yes ☐ No _____

Have You Ever Applied To This Company Before? ☐ Yes ☐ No Where _____ When _____

Are You Now Employed? ☐ Yes ☐ No Where? _____

May We Inquire of Your Present Employer? ☐ Yes ☐ No Telephone No. _____

IN CASE OF EMERGENCY NOTIFY – (NAME, ADDRESS, PHONE)

1. I Authorize Investigation of All Statements Contained in This Application.
2. I Understand That Misrepresentation or Omission of Facts Called For is Cause For Dismissal and That My Employment is Substantially Dependent on Truthful Answers to the Foregoing Inquiries.
3. I Have Read These Statements and Answers To These Inquiries. ☐ Yes ☐ No

Date _____ Signature _____

DO NOT WRITE – EMPLOYER'S USE

EMPLOYERS

1. _____
2. _____
3. _____
4. _____

DATE	INTERVIEWED BY	APPEARANCE	CHARACTER	PERSONALITY	ABILITY

REMARKS:

APPLICATION FOR EMPLOYMENT
TYLER NATIONAL BANK

FNBT DOES NOT DISCRIMINATE IN HIRING OR EMPLOYMENT ON THE BASIS OF RACE, COLOR, CREED, NATIONAL ORIGIN, SEX, OR AGE. NO QUESTION ON THIS APPLICATION IS INTENDED TO SECURE INFORMATION TO BE USED FOR SUCH DISCRIMINATION.

PLEASE ANSWER EVERY QUESTION. USE INK.

PLEASE PRINT

NAME _____ DATE _____

FIRST MIDDLE LAST

TELEPHONE NUMBER _____

HOME ADDRESS _____

NUMBER STREET

LENGTH OF TIME AT THIS ADDRESS _____

CITY STATE ZIP CODE

DRIVER'S LICENSE _____ SOCIAL SECURITY NUMBER _____

STATE NUMBER EXPIRES

List previous addresses within the United States, except Military, if address changed during the past 5 years.

NUMBER STREET CITY STATE FROM (DATE) TO

NUMBER STREET CITY STATE FROM (DATE) TO

NUMBER STREET CITY STATE FROM (DATE) TO

From here on, please WRITE in your NORMAL HANDWRITING.

TYPE OF WORK DESIRED _____ SALARY EXPECTED _____

(CIRCLE)

PERMANENT TEMPORARY FULL-TIME PART-TIME _____ SUMMER ONLY

SPECIFY DAYS, HOURS IF PART-TIME

DATE AVAILABLE FOR WORK _____

HOW WERE YOU REFERRED TO US? _____

HAVE YOU BEEN EMPLOYED HERE PREVIOUSLY? ☐ NO ☐ YES WHEN? _____

HAVE YOU EVER APPLIED HERE BEFORE? ☐ NO ☐ YES WHEN? _____

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MARITAL STATUS

NAME OF HUSBAND OR WIFE _____

DATE OF BIRTH

OCCUPATION OF HUSBAND OR WIFE, NAME OF HIS OR HER EMPLOYER _____

Have you ever been convicted of a criminal offense involving dishonesty or breach of trust (including but not limited to robbery, embezzlement, forgery, perjury, tax evasion, etc.)? ☐ NO ☐ YES, please explain:

_____

WHAT RELATIVES OR FRIENDS HAVE YOU IN OUR BANK? _____ IF RELATIVE, STATE RELATIONSHIP _____

EDUCATION

	NAME	ADDRESS	CITY	STATE	Major Course or Subject	Circle last year completed	If graduated month & year	Degree
HIGH SCHOOL OR PREPARATORY						1 2 3 4		
BUSINESS SCHOOL						1 2 3 4		
COLLEGE						1 2 3 4		
GRADUATE WORK						1 2 3 4		

LIST SCHOLASTIC HONORS, OFFICES HELD, AND ACTIVITIES IN HIGH SCHOOL:

_____

_____

LIST SCHOLASTIC HONORS, OFFICES HELD, AND ACTIVITIES IN COLLEGE:

_____

_____

IF YOU DID NOT GRADUATE, WHY DID YOU LEAVE SCHOOL OR COLLEGE? _____

ARE YOU PLANNING TO PURSUE FURTHER STUDIES? ☐ YES ☐ NO ☐ DAY SCHOOL ☐ NIGHT SCHOOL

IF SO, WHEN, WHERE AND WHAT COURSES _____

MILITARY SERVICE RECORD

HAVE YOU SERVED IN THE ARMED FORCES OF THE UNITED STATES? ☐ YES ☐ NO

DATE OF ENTRY IN SERVICE _____ RANK AT ENTRY _____ BRANCH OF SERVICE _____

DATE OF DISCHARGE _____ RANK AT DISCHARGE _____ TYPE OF DISCHARGE _____

ARE YOU AT PRESENT IN ANY ACTIVE OR INACTIVE RESERVE OR THE NATIONAL GUARD? ☐ YES ☐ NO

IF SO, WHAT UNIT _____ RANK _____

HEALTH RECORD

STATE ANY ILLNESS IN THE PAST THREE YEARS AND GIVE APPROXIMATE DATE, DURATION, AND NAME OF ATTENDING PHYSICIAN:

_____

HOW MANY DAYS DID YOU LOSE FROM SCHOOL OR WORK THIS PAST YEAR? GIVE REASONS: _____

_____

WHEN DID YOU LAST HAVE A PHYSICAL EXAMINATION? _____ FOR WHAT PURPOSE? _____ RESULT? _____

DO YOU HAVE ANY IMPAIRMENT OF SIGHT OR HEARING OR OTHER PHYSICAL DISABILITIES?

GIVE DETAILS _____

Is there any type of work which your physical condition prohibits, or have you ever been advised by a physician not to perform certain types of work?

IF SO, PLEASE EXPLAIN _____

MILLWRIGHT'S INCORPORATED

APPLICATION FOR EMPLOYMENT

Date 19 | Job Desired | Full or Part-Ti

Print Name in full (last) (first) (middle) | Social Security

Address: (street and number) (city) (state) (zip code) | Phone Number

Date of Birth: | Height | Weight | Male ☐ Female ☐ | Married ☐ Single ☐ | Separated ☐ Divorced ☐

Name of wife or husband: | Occupation of wife or husband: | No. of children: | Their ages

Names of relatives or friends working for this company: Name Plant ____ Name Plant ____

Have you ever worked for Cuno Mills? Yes ☐ No ☐ Plant: Date:

Number of years of schooling completed: | Last year attended: | Name of school last attended: | Address of school:

Date last treated by a doctor for serious illness or injury: | Treated for: | Have you ever collected Workman's Compensation: Yes ☐ No

Do you have any physical disabilities or limitations? Yes ☐ No ☐ If yes, please describe:

Can you work any shift? Yes ☐ No ☐ Which shift do you prefer? | Have you ever been convicted of any law vio other than traffic violations? Yes ☐ No

Names of jobs you can do in a textile plant: | How did you learn of this opening?

Have you served in the U. S. military forces? Yes ☐ No ☐ If yes, which branch? dates If no, what is present military status?

Type of discharge: | Rank held at discharge: | Type of work done in service:

EQUAL OPPORTUNITY EMPLOYER

EMPLOYMENT RECORD

DATES From	DATES To	FORMER EMPLOYERS (list last employer first)	TYPE OF WORK DONE	REASON FOR LEAVING	RATE PAY
		Name Address			$ $
		Name Address			$ $
		Name Address			$ $
		Name Address			$ $

EMPLOYMENT STATEMENT (APPLICANT TO READ AND SIGN)

Upon request, I agree to submit to a physical examination by the company's medical staff and I understand that if I do not pass the examination I not be retained.

I further understand that routine inquiries may be made concerning my character, general reputation, credit standing, personal characteristics and m of living. I hereby authorize such inquiries and I understand that upon my written request I am entitled to know the nature and scope of such inq I certify that all information provided by me is true to the best of my knowledge, and I understand that any false statements may result in my disc from employment, whenever discovered.

It is understood this application for employment will remain active for 30 days. After 30 days, reapplication will be necessary.

Signature of applicant | Interviewer | Date

APPLICANT SHOULD NOT WRITE BELOW THIS LINE

T. R.	SRA	RH	LH	BH	A	VISION

J9786 Co. Rev. 4-74

Please fill out in detail: PROFESSIONAL EMPLOYMENT AGENCY **Please read and sign reve**

Last Name (Please Print) First Middle	Home Phone	$ Salary Desired	$ Least Acceptable	
Street Address	Emergency Phone	Positions Desired		
City State Zip Code	Business Phone			
Height / Weight / Apt. ☐ Home ☐	Spouse's Business Phone	Drivers License	Car—Year & Make	

	From	To	Courses & Degrees	Dependents & Ages	
High School					
College				U.S. Military Record, Rank, Dates	How Did You Hear
Special				Spouse's Name, Occupation & Employer	

		SKILLS:	List all equipment that you can operate— OFFICE MACHINES—EDP—OTHER.
Will You Accept Temporary Work?	Yes ☐ No ☐	WPM Typing—Manual	
Will You Relocate?	Yes ☐ No ☐	WPM Typing—Electric	
Will You Travel?	Yes ☐ No ☐	WPM Stenography	
How Extensive?		WPM Speed Writing	

DATES	Employer and Address Give LAST Position First	Line of Business	Position Held and Supervisor	Income	Reason for Leaving
FROM /	1.			Salary	
TO /				Comm.	
				Exp.	
FROM /	2.			Salary	
TO /				Comm.	
				Exp.	
FROM /	3.			Salary	
TO /				Comm.	
				Exp.	
FROM /	4.			Salary	
TO /				Comm.	
				Exp.	

DUTIES. Give full duties and responsibilities of above positions BY NUMBER	SALES: Products Sold	Type of Trade Called on	Territory Cov
1.	1.		
2.	2.		
3.	3.		
4.	4.		

Form 1008 Printed in U.S.A.

An Equal Opportunity Employer

TYLER HEALTH SERVICES, INC.

1. Position(s) applied for _____ Date _____

2. Name _____ 3. SOCIAL SECURITY NUMBER _____
(Last) (First) (Middle. If married, use maiden.)

4. Present Mailing Address _____
(Street & No. or RFD) (City) (County) (State) (Zip Code)

Permanent Mailing Address _____
(Street & No. or RFD) (City) (County) (State) (Zip Code)

Telephone: Home _____ Business _____ if none, where can you be reached by telephone? _____

5. CITIZENSHIP: ☐ U.S. ☐ Other—specify _____
Type of Visa _____

6. MILITARY SERVICE:
(A) Are you a veteran? ☐ Yes ☐ No
(B) Are you a widow of a veteran, or wife of a disabled veteran? ☐ Yes ☐ No
(C) Date of entry into active service _____
(D) Date of separation from active service _____
(E) Type of separation _____
If you had more than one tour of duty, explain in Space No 17.

For Equal Employment Statistical Information Only

7. DATE OF BIRTH _____ (Month) _____ (Day) _____ (Year)

8. ETHNIC BACKGROUND
☐ (A) American Indian ☐ (B) Black ☐ (C) Asian American ☐ (D) Spanish Surnamed American ☐ (E) White ☐ (F) Other _____

9. SEX ☐ Male ☐ Female

INDICATE ANSWER BY PLACING "X" IN PROPER COLUMN

	Yes	No
10. May inquiry be made of your present employer regarding your character, qualifications, etc?		
11. Have you any physical defect, disease, or disability? If *Yes*, explain in Space No. 17.		
12. Are you employed by the State of North Carolina? Have you filed an Application for Employment with the State of North Carolina within the last two years?		
13. Have you ever been convicted of a felony? If *Yes*, explain in Space No. 17.		
14. Are you related by blood or marriage to any person now employed by the State? If *Yes*, give name, relationship and agency in Space No. 17.		
15. Will you accept employment anywhere in the state? If *No*, list preferred areas in Space No. 17.		
16. Will you accept employment involving travel?		

17. Use this space to explain an answer (number answers to correspond to questions above; attach additional sheet if needed)

18. REFERENCES: If you wish to list references, please complete the following:

(A) Name _____ Address _____

(B) Name _____ Address _____

(C) Name _____

92

81

55

19. EDUCATION -- Give your complete educational history below:

Elementary or High School	Name	Location	Ending Date Mo.____ Yr.____	Circle highest school year completed 1 2 3 4 5 6 7 8 9 10 11 12

Did you either graduate from high school or pass the High School Equivalency Test? Yes ☐ No ☐

Education Beyond High School	Name and Location	Attended From Mo.	Attended From Yr.	Attended To Mo.	Attended To Yr.	Circle Number Years Completed	Credit Hours	Did You Graduate?	Degree or Diploma and Year Received	Major Subject
College or University						1 2 3 4				
Graduate or Professional						1 2 3 4				
Other Education, Internship, etc.						1 2 3 4				

20. List fields of work for which you are licensed, registered, or certified, giving date(s) and source(s) of issuance.

21. List typing and shorthand skills, machines you can operate, and other skills in which you are proficient.

22. If the position applied for calls for specific courses, indicate courses and credits received.

23. EMPLOYMENT RECORD - Answer questions for each period of employment. Include military service and previous employment with the State of North Carolina. Failure to give complete information may result in rejection of your application. Begin with your present or last position. If more space is needed, use a continuation sheet.

A. Title of present or last position _____ Starting salary _____ Last salary _____

Date employed
Date separated
Full-time | Years | Months
Part-time | Years | Months
If part-time, number of hours worked per week

Name and title of supervisor _____ No. employees supervised by you _____
Employer _____ Address _____
Duties _____
Reason for leaving _____

B. Title of next to last position _____ Starting salary _____ Last salary _____

Date employed
Date separated
Full-time | Years | Months
Part-time | Years | Months
If part-time, number of hours worked per week

Name and title of supervisor _____ No. employees supervised by you _____
Employer _____ Address _____
Duties _____
Reason for leaving _____

Are you seeking permanent work? _____ Temporary work? _____ Last

Full time _____ Part time _____ What hours available? _____

Length of time interested in working here _____

Date available to begin working _____

Do you have any dependents? _____ If yes, please give relationship and ages: _____

If children, who will care for them? _____

How will you come to work? _____